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O'zbekiston Xotin-qizlar Qo'mitasi



for every child

# STUDY REPORT ON EFFECTS OF MIGRATION ON CHILDREN OF UZBEKISTAN



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## ACRONYMS AND ABBREVIATIONS

CIS	Commonwealth of Independent States
COI	Conflict of Interest
ERB	Ethical Review Board
FGD	Focus Group Discussion
GoU	Government of Uzbekistan
HH	Households
IC	Informed Consent
KII	Key Informant Interview
CLB	Children left behind
PAC	Project Advisory Committee
PSU	Primary Sampling Unit
RCSAC	Republican Center of Social Adaptation of Children
TOR	Terms of Reference
TOT	Training of Trainers
UNICEF	The United Nations International Children's Emergency Fund
WCU	Women's Committee of the Republic of Uzbekistan

## GLOSSARY

Case management	Coordination of services on behalf of a person which involves assessment, planning, counselling and referral to social services to meet that person's psycho-social, health, educational and employment needs.
Family center "OILA"	State funded practical, scientific and research organization that provides legal and psychological assistance to families in need.
Khokimyat	Territorial public and administrative authority (Uzbek).
Mahalla	Local neighbourhood communities (Uzbek).
Primary Caregiver	The person responsible for nutrition, health, and schooling of a child at the time of the survey.



# **EXECUTIVE SUMMARY**

## Introduction

In December 2018, UNICEF initiated a study in Uzbekistan to understand the effects of parental migration on children left behind and to find out if the extended absence of one or both parents resulted in lower educational attainment, decreased development and diminished psychosocial well-being among children left behind. The study was part of the larger EU-funded cross-regional project “Protecting children affected by migration in Southeast, South and Central Asia.” This study examined how labour migration affected the overall development of children left behind by looking at changes in a multidimensional context. This report highlights some of these dimensions and suggests the need for a more holistic understanding of labour migration. The situational analysis and recommendations will inform UNICEF and its partners on what issues they should strategically prioritize, contributing to further research and mobilization of community resources.

Thus far, no situational analysis has been conducted in relation to children affected by labour migration in Uzbekistan and the lack of such data is the main concern impeding evidence-based policy planning. Consequently, the study of this area is important to develop policy recommendations for improved service delivery practices based on evidence. The situational analysis seeks to find out whether parental absence leads to limited access to social services and decent living conditions and diminished psychosocial well-being among children in the context of Uzbekistan. The findings of this study will be used by decision-makers and service providers to better respond to the needs of children of migrant families. It is also planned to develop communication materials for advocacy and awareness-raising purposes.

## Overview of Labour Migration

Labour migration is a complex social, economic, and political phenomenon, spurred by expected income differences due to remittances and the probability of finding employment abroad. Factors such as ethnic, political, social, gender considerations and expectations about improving the quality of life in the home country remain driving factors behind this phenomenon. Over the last few years, the migration of adult workers from Uzbekistan has increased. Not only is labour migration supported in Uzbekistan, but it is also actively encouraged on account of the economic benefits from remittances sent back to Uzbekistan and the reduction in unemployment in the country<sup>1</sup>. Taking into consideration that remittances reached US\$ 2.479 billion in 2016 (3.72 per cent of GDP of

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<sup>1</sup> Ahunov, M., Kakhkharov, J., Parpiev, Z., & Wolfson, I. (2015) *Socio-economic consequences of labour migration in Uzbekistan*, Discussion Paper (07) 2-4, Griffith University, UK.

Uzbekistan), the prevalent attitude to migration suggests that the trend is likely to continue or may even increase<sup>2</sup>.

Even if migration is temporary, returning migrants can face serious reintegration difficulties, both inside the family and professionally, which may affect the well-being of children<sup>3</sup>. As migration increases in Uzbekistan, the number of children left behind is also growing across the country. Such children suffer from the unintended consequences of parental absence which often include the stress associated with missing parents, increased unsupervised time, worsening parent-child relations, and other vulnerabilities emerging during the child's development<sup>4</sup>. Undoubtedly, remittances do help migrant families improve their socio-economic status; however, it is unclear what other benefits children gain considering the negatively affected circumstances that children often find themselves in. While economic benefits are important for migrant households, the absence of one or both parents still takes a significant psychosocial and emotional toll on children<sup>5</sup>.

The large body of research on labour migration has shown that migration can have both positive and negative impacts on migrating individuals, their families and communities both within and outside their place of origin<sup>6</sup>. It is still not clear however whether the remittances are sufficient to address the needs of families and children<sup>7</sup>. Among the most affected groups are the young children left behind who face physical, psycho-social and mental health challenges which are not offset by the financial security and the improved socio-economic status of families due to remittances. Similarly, the social consequences of parental migration often range from increased expectations for children to assume adult roles, increased household labour, poor eating habits, decreased academic performance, as well as psychosocial and behavioural problems<sup>8</sup>. Our study indicates that more than one third of all surveyed children reported having more

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2 Murodova, S (2018). Impact of remittances and international migration: The cases of Uzbekistan, Kyrgyzstan, & Tajikistan, *Journal of Applied Economics* (8)1, 38-56.

3 Lu, Y., Yeung, J. W., Liu, J., & Treiman, D. J. (2019) Migration and children's psychosocial development in China. When and why migration matters. *Journal of Social Science Research* (77), 130-147.

4 Nguyen, C. 2016. Does parental migration really benefit left-behind children? Comparative evidence from Ethiopia, India.

5 Zhao, C., Wang, F., Zhou., Jiang M., & Hesketh, T. (2018) *Impact of parental migration on psychosocial well-being of children left behind: A qualitative study in rural China*. *International Journal for Equity in Health* 17-80.

6 Felmeth, G., Rose-Clarke, K., Zhao, C., Busert, L.K., Zheng, et., al. (2018) *Health impacts of parental migration on left-behind children and adolescents: a systematic review and meta-analysis*. *The Lancet* (391). 2567-2582.

7 Ahunov, M., Kakhkharov, J., Parpiev, Z., & Wolfson, I. (2015) *Socio-economic consequences of labour migration in Uzbekistan, Discussion Paper* (07) 2-4, Griffith University, UK.

8 Dreby, J. (2010). *Divided by borders: Mexican migrants and their children*. Berkeley: University of California Press.

duties such as working on a family farm, babysitting, and doing other work around the house, which had previously been done by their parents. On the other hand, the majority of families do seem to acknowledge that the positive impacts of migration greatly outweigh the negative ones largely because the remittances reduce the economic vulnerability of families.

## **Methodology**

This study was based on a mixed-method approach that combined quantitative and qualitative data collection, including surveys with 1016 adult caregivers and 702 children (aged 11-17) from migrant households with 12 focus group discussions (FGDs) with caregivers, children (aged 15-17) and services providers, and 16 key informant interviews (KII) conducted with various stakeholders. The data collection was implemented by a local consultancy firm, Al Mar Consulting, between March 2019 and May 2019.

The two-stage sampling approach was used to select the households for the study: probability proportional to size without replacement was used for the selection of the communities (mahallas) as a primary sampling unit and random walk sampling was utilized to select the migrant households. For the qualitative part, nonrandomized purposive sampling was used to choose community leaders and experts from local nonprofits, social services and other organizations for key informant interviews and focus group discussions. The total sample size for the study was 1,016 households/caregivers that fit the following criteria:

- there is at least one child under the age of 18 in the household;
- at least one parent of the child/children is currently abroad as labour migrant;
- a parent of the child/children returned from migration within the last three months.

The aim of the qualitative data collection was not only to collect representative responses but also to gain an in-depth understanding of the opinions and experiences of respondents. The study involved FGDs with local experts from nonprofits and social services, primary caregivers and children aged 15-17 from migrant households. In addition, key informant interviews with diverse stakeholders were conducted to understand how the system of social service provision addresses the needs of migrant families.

At the regional level, the data collection took place in both urban and rural settings within several districts. The districts varied in terms of population density and social infrastructure. Adult caregivers and children were selected from the mahalla committees using consecutive purposeful sampling based on the list of available migrant households.

## **Summary of findings**

The study also shows that the household ratio dependent on remittances represent most households (84 per cent). The main destination country of the migrant workers from Uzbekistan is Russia (87 per cent), with most people staying there for more than 9 months. However, Uzbek migrants also chose South Korea, Turkey and Kazakhstan as destinations to find employment. Most migrant workers from Uzbekistan leave for economic reasons and interestingly, the major driver for migration is not the lack of jobs in the country, but rather low-income levels that are not sufficient to afford an acceptable standard of living. Among the cases of migrating parents, 63 per cent are fathers, 10 per cent are mothers and 25 per cent are both parents. The study also reveals that if mothers migrate, it is also common for fathers to follow suit.

Around 45 per cent of caregivers in the study have two children, 29 per cent have three or more and 27 per cent of have only one child left behind. Most caregivers in relation to children were women with 61 per cent of them being mothers, 29 per cent grandmothers, 2 per cent fathers and 8 per cent being other relatives. Many caregivers in the study do not have other sources of income and rely exclusively on remittances; 17 per cent of caregivers were employed at the time of the survey and 19 per cent received some pension and other social benefits. In this context, most caregivers also reported that a large proportion of household income was spent on covering basic needs such as food, clothing and fuel (i.e. petrol, gas for car, electricity, as well as wood and coal for heating). Some families reported difficulties in purchasing study materials for children, clothes for different seasons and medicine, when needed.

Although most of families with children left behind had a regular access to healthcare, there were also some families who faced problems with access to medical care and health services in different parts of the country. As for the vaccination of children, around 14 per cent of babies aged 1 from migrant households were not vaccinated within the last 12 months; however, it is rather unclear if this trend is because of a lack of vaccination awareness or the lack of access to services that offer vaccines. The survey data also revealed some negative effects on children's psychological well-being, such as feelings of sadness and solitude. Around half of all children reported worsened mood immediately after their parent(s) migrated and about 10 per cent reported experiencing physical punishment. Most service providers suggested that older caregivers may not be able to always provide adequate guidance to children left behind. Even though there are provisions on social support and allowances for low-income families in Uzbekistan, many caregivers state they do not have access to these resources. Only 28 per cent of caregivers are aware of social services for children and only 19 per cent received social support from various services.

It should be noted that although remittances sent home by migrating parents can make an important contribution to household welfare, there is a growing recognition that parental absence also leads to a number of social and economic consequences in the lives of families left behind. Such consequences also impact the well-being of children since labour migration inherently involves parental absence. In addition, parental migration can force children to miss or drop-out of school and become engaged in work, which can be hazardous to the child's health and development. Also, the irregularity of remittances sent home and the lack of financial support by a migrant parent can put the whole family, including children at risk, resulting in deprivation of children's basic rights<sup>9</sup>. Children in such situations may face several threats ranging from reduced dietary diversity and limited access to medical services to child neglect and abuse<sup>10</sup>.

As such, the negative aspects of parental migration may also translate into negative repercussions on child outcomes, which greatly outweigh the positive impacts associated with remittances. This is largely because parental migration does not ensure the realization of children's rights to social protection, quality education, parental guidance, and participation in society. This can especially affect children's psychological and emotional health. The recognition of the social impacts of migration is an important step towards adopting evidence-based policies and programmes to mitigate the negative impacts of parental migration on families with children left behind. In this sense, migration cannot safeguard children's rights for protection, education, participation in society and independent decision making as enshrined in the United Nations Convention on the Rights of the Child (UN-CRC, 1989)<sup>11</sup>.

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9 Nguyen, C. 2016. *Does parental migration really benefit left-behind children? Comparative evidence from Ethiopia, India, Peru, and Vietnam*. *Social Science and Medicine*. 153: 230-239.

10 Murodova, S (2018). *Impact of remittances and international migration: The cases of Uzbekistan, Kyrgyzstan, & Tajikistan*, *Journal of Applied Economics* (8)1, 38-56.

11 UNCRC in accordance with Article 49, Retrieved from: <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>.

## Recommendations

1. To review the legislative framework and existing procedures for measures to protect vulnerable families and children, including those affected by migration. This should include access to both social benefits and services. The social protection system includes access to benefits. However, the analysis shows that vulnerable families and children, including those affected by migration, do not have access to benefits, as well as other types of social services. The adoption of proposals and recommendations to reform the provision of social benefits will reduce vulnerabilities and increase resilience to external risks ensuring the well-being of families as a whole.
2. To create and adopt mechanisms for registration of guardianship and trusteeship (simplified, free). The child protection system should include mechanisms to identify children without parental care, ensure adequate legal protection and provide access to social services. The development of draft laws and regulations for the implementation of the mechanism for registration of guardianship and trusteeship will allow children left without custody to be identified and the situation of the child to be monitored to ensure the realization of his rights.
3. To ensure access to psycho-social support services for families and children affected by migration through the implementation of quality standards in social services and a case management approach. The introduction of international approaches and social work practices with families and children affected by migration will ensure their access to social services and reduce stress levels, improving the overall psycho-emotional state and well-being of families and children.
4. An information management system should be established both to register children without parental care and monitor access to services. The data collection system will strengthen the existing national data and information management system, make the data reliable and accessible to facilitate more effective monitoring of the progress of measures to ensure the realization of children's rights to services created to support families affected by migration. Ultimately, the collection, analysis and use of data will improve the situation of families and children affected by migration in Uzbekistan.
5. It is important to work with residential care institutions to implement and pilot appropriate gate-keeping mechanisms to prevent the placement of children from migrant households into residential care when alternative care options are available. Future initiatives may also require assessing the needs of children left behind currently residing in institutional facilities.

6. It is also important to organize awareness-raising activities on the potential emotional and psychological risks for children without parental care. Situational analysis on families affected by migration has shown that caregivers often underestimate the negative impacts of migration. At the same time, numerous studies prove that despite the economic benefits, migration has irreversible consequences in terms of the psycho-social and emotional well-being of children. In this regard, it is necessary to educate the population about the negative impact of migration on children left behind by migrant parents (for example, orientation before departure).



# I. BACKGROUND

Labour migration can be considered a form of socio-economic behaviour that is a human adjustment to social, environmental and economic problems<sup>12</sup>. Studies show that labour migration from Uzbekistan has become a life strategy for millions of people since the country gained its independence<sup>13</sup>. While migration can be considered as a coping mechanism for families to overcome the economic challenges often caused by unemployment, it also has detrimental effects on the education, health and social status of children<sup>14</sup>. In Uzbekistan, children left behind often stay with their extended family members, with adult relatives acting as caregivers, when one or both parents migrate. Such children may face developmental, psychosocial and emotional challenges, since the absence of parents creates disruptions and displacement in care giving arrangements<sup>15</sup>.

Compared to available data on migration in neighbouring countries, which also act as source countries of migrant workers, existing data on labour migration in Uzbekistan is scarce and no research has been done to understand the effects of labour migration on families and children. Although the government of Uzbekistan has taken steps to improve the rights of migrant workers (i.e. establishing adaptation centres for migrants, signing agreements to legalize migrant workers in Russia and Kazakhstan), the efficacy of these measures has yet to be seen. Although remittances sent back by family members working abroad (usually men) can reduce the economic vulnerability of families with children left behind, the needs of their children may be overlooked. Despite the material advantages that remittances provide, insufficient attention is given to the educational, psychological and social needs of children left behind. In some cases, children may also find themselves responsible for tasks normally completed by adults such as taking care of siblings, housework chores, and agricultural work, which can preclude the rights of children to education<sup>16</sup>.

At the moment, there are no official statistics on children left behind in Uzbekistan. The State Statistics Committee of the Republic of Uzbekistan, together with the Ministry of Internal Affairs, keeps the records of population migration by tallying the arrival and departure sheets associated with a permanent change of residence. The “Makhalla Committees” also maintain the statistics of families

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12 Sanduleasa, B. & Matei, A. (2015). *Effects of parental migration and children in post-communist Romania* (46), 196-207.

13 Murodova, S (2018). *Impact of remittances and international migration: The cases of Uzbekistan, Kyrgyzstan, & Tajikistan*, *Journal of Applied Economics* (8)1, 38-56.

14 Griffiths, S. M., Dong, D. & Chung, R, Y. (2018) *Forgotten needs of children left behind by labour migration*. *The Lancet*, (392)10164, 2518-2519.

15 Graham, E., & Jordan, L., P. (2011) *Migrant parents and psychological well-being of left-behind children in Southeast Asia*. *The Journal of Marriage and Family* (4)73, 763-787.

16 Sanduleasa, B. & Matei, A. (2015). *Effects of parental migration and children in post-communist Romania* (46), 196-207.

of migrant workers, but the reliability of such data is dubious due to the chaotic and circular nature of labour migration. Furthermore, these data usually do not include specific information on children and key characteristics of the households (such as guardianship arrangements, the number of children, etc.), which would be key to understanding the challenges these families face. Consequently, there is no effective mechanism to identify the scope of the needs of children affected by migration and to ensure that such children are referred to relevant agencies when needed.

The Convention on the Rights of the Child (CRC) states the following: “For the full and harmonious development of his or her personality, a child should grow up in a family environment, in an atmosphere of happiness, love and understanding.” In most cases, children left behind are cared for by their extended family. Understanding the forms of such family arrangements, including the composition of the households in which children live, and their relationships with key caregivers, is essential for developing targeted measures to ensure protection and to improve the well-being of these children.

Apart from the economic benefits of labour migration in low and middle-income countries, research also shows that migration has a number of negative effects on family structures and children left behind<sup>17</sup>. However, similar studies in the international context show mixed results. In the Philippines, children with migrant parents have similar psychological well-being levels as those in non-migrant families<sup>18</sup>. For example, in Mexico, separation from a father due to migration leads to better outcomes for children than separation due to divorce as children of migrant fathers communicate more with them<sup>19</sup>. The use of modern communication technologies such as social networks and social support seem to compensate for some of the negative impacts on the emotional well-being of children left behind<sup>20</sup>.

Conclusive research indicates that migration disrupts parent-child attachment bonds and that family reunification does not always restore these emotional bonds<sup>21</sup>. The examination of the characteristics of separation that impact

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17 Zhao, C., Wang, F., Zhou., Jiang M., & Hesketh, T. (2018) *Impact of parental migration on psychosocial well-being of children left behind: A qualitative study in rural China*. International Journal for Equity in Health.

18 Asis, B & Maruja, B. (2007) *Living with migration: Experiences of children left behind in the Philippines*. Journal of Asian Population Studies (2)1. 45-47.

19 Nobles, J. (2011). *Parenting from abroad: Migration and nonresident father involvement in children's education in Mexico*, Marriage & Families. (73) 729

20 Zhao, C., Wang, F., Zhou., Jiang M., & Hesketh, T. (2018) *Impact of parental migration on psychosocial well-being of children left behind: A qualitative study in rural China*. International Journal for Equity in Health 17-80.

21 Suarez-Orozco, C., Todorova, I.L., Louie, J.,(2002). *Making up for lost time: the experience of separation and reunification among immigrant families*. Fam. Process 41, 625-643.

children's well-being seems important<sup>22</sup>. These include individual circumstances such as who the migrant parent is and whether the migrant was the primary caregiver of the child. If the migrant was the primary caregiver, then children are more likely to experience psychological difficulties due to separation<sup>23</sup>. Young children may develop negative emotions which disrupt attachment bonds during extended parent-child separation since the physical presence of parents and care and interaction with parents are the major factors for maintaining attachment relationships<sup>24</sup>. Furthermore, children whose parents leave when they are young have a higher likelihood of suffering from anxiety and depression<sup>25</sup>.

However, these studies confirm the negative outcomes of parental migration only to a certain degree. They also point to other factors that can be more important in explaining the particular situation and well-being of children than parental migration. Family context, living conditions, school environment, access to services and age play significant roles in explaining different aspects of the well-being of children left behind<sup>26</sup>. This study considers these factors as well as additional characteristics of migrant families in a multidimensional context and attempts to establish links between them and different aspects of the well-being of children as defined by UNICEF<sup>27</sup>. The dimensions of well-being closely follow the relevant rights of children identified in the CRC. More specifically, the following dimensions of well-being are considered in this study: material well-being, physical health and safety, education, and emotional or psychological well-being<sup>28</sup>.

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22 Mazzucato, V., Cebotari, V., Veale, A., White, A., Grassi, M., & Vivet, J. (2015) *International parental migration and the psychological well-being of children in Ghana, Nigeria, and Angola*, *Social Science & Medicine* (132), 215-224, ISSN 0277-9536, <https://doi.org/10.1016/j.socscimed.2014.10.058>.

23 Heymann, J., Flores-Macias, F., Hayes, J.A., Kennedy, M., Lahaie, C., Earle, A., 2009. *The impact of migration on the well-being of transnational families: new data from sending communities in Mexico*. *Community Work Fam.* 12, 91e103.

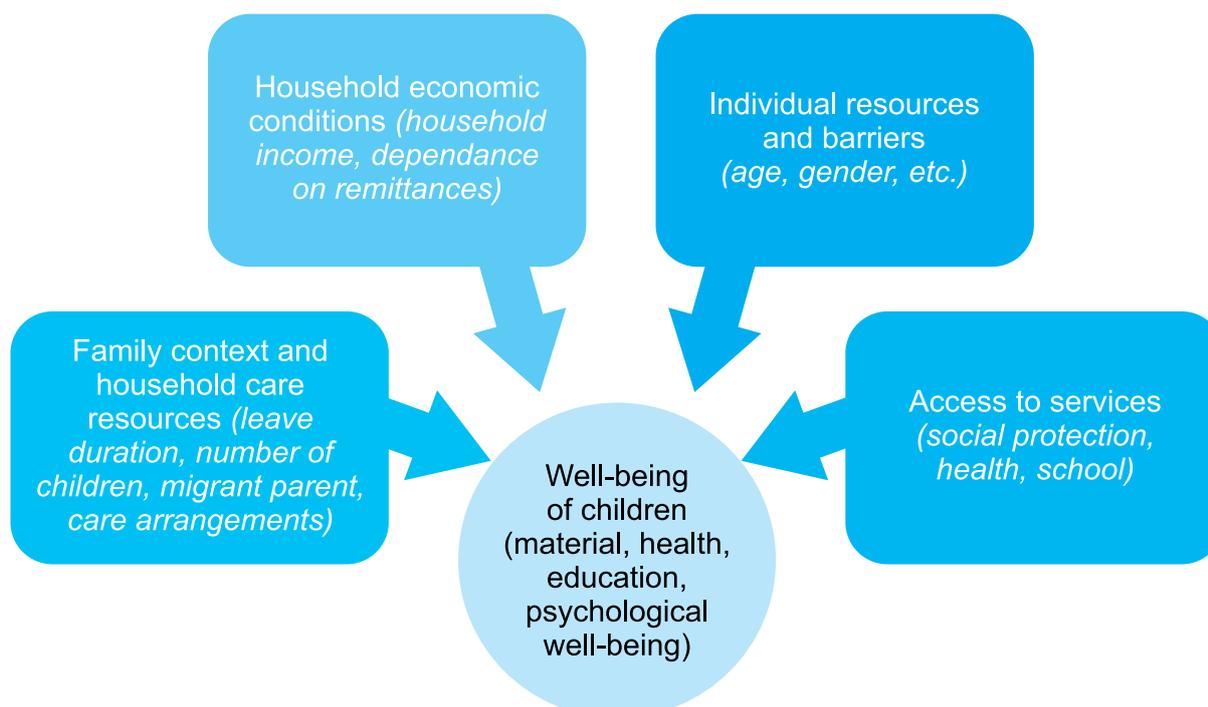
24 Zhao, C., Wang, F., Zhou., Jiang M., & Hesketh, T. (2018) *Impact of parental migration on psychosocial well-being of children left behind: A qualitative study in rural China*. *International Journal for Equity in Health*, 17-80.

25 Liu, Z., Li, X., Ge, X., (2009). *Left too early: the effects of age at separation from parents on Chinese rural children's symptoms of anxiety and depression*. *American Journal of Public Health* (99)1

26 Fan, F., Su, L., Gill, M.K., Birmaher, B. (2010). *Emotional and behavioural problems of Chinese left-behind children: a preliminary study*. *Journal of Social Psychiatry and Epidemiology*, (45), p 655-664.

27 UNICEF Innocenti Research (2007) "*Child poverty in perspective: An overview of child well-being in rich countries*" UNICEF Geneva.

28 Bartolotta, T. & Shulman, B. (2013) *Child Development; Foundations, processes and clinical applications*. Jones & Bartlett Publishers, Burlington MA, USA

**Figure 1. Conceptual framework**

**Source:** PPMI and Al Mar Consulting research agencies

Studies analyzing the effects of parental migration have emphasized the negative effects of family separation on children's general well-being<sup>29 30 31</sup>. In the light of international research, this situational analysis seeks to explore the phenomenon that prolonged parent-child separation results in psycho-social difficulties for children left behind, especially those living with multiple adversities in the family, in the context of Uzbekistan. As such, the research questions for this study are as follows:

- Does extended parental absence lead to lower educational attainment, poorer health well-being and diminished psychosocial well-being among children left behind?
- To what extent are these families aware and have access to social protection and support?
- What recommendations and interventions can be used to enhance the mechanisms for identification and referrals of children to child protection services?

29 Dreby, J. (2007) *Children and power in Mexican transnational families*. *Marriage & Family* (69), 1050-1064

30 Parrenas, R. (2005), *Long distance intimacy: class, gender and intergenerational relations between mothers and children in Filipino transnational families*. *Global Networks*, 5: 317-336. doi:10.1111/j.1471-0374.2005.00122.x

31 Pribilsky, J. (2001) *Nervios and 'modern childhood': migration and shifting contexts of child life in the Ecuadorian Andes*. *Childhood* (8) 2, 251-273

The report was prepared based on the analysis and triangulation of data collected through a mixed method approach. The findings of this report will be used by decision-makers and service providers to better respond to the needs of children of migrant families. This report will also contribute to developing communication materials for advocacy and awareness-raising purposes. The findings in this report underscore the need for continuous efforts to advocate for and protect the rights of children left behind.

### Literature review

In Uzbekistan, left behind children (LBC) often stay with their extended family members, where adult relatives may act as informal caregivers, when one or both parents migrate. Such children may face developmental, psychosocial and emotional challenges since the absence of parents creates disruptions and displacement in care giving arrangements<sup>32</sup>. When children are separated from their parents for extended periods, they may experience negative feelings which can disrupt their attachment. The maintenance of attachment relationships relies heavily on the physical presence and interaction with parents<sup>33</sup>. Even when economic benefits are strong, the absence of one or both parents may take a psychosocial and emotional toll on children<sup>34</sup>. In some cases, migrants stop sending remittances for various reasons which may have a negative impact on the family's economic and psychosocial well-being. Finally, returning migrants may face serious reintegration difficulties, both within the family and professionally, which may be reflected on the situation of children.

Most studies on labour migration in CIS have been done in relation to remittances, spending and consumption patterns (including not only basic needs, but also the social and economic components of living standards) of families, with little attention to the social consequences of migration. A 2013 study concluded that most Uzbek migrant workers were married men, in their thirties, but with an increasing number of women leaving home each year<sup>35</sup>. This suggests that children in Uzbekistan are prone to risks associated with parental absence. While

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32 Graham, E., & Jordan, L., P. (2011) *Migrant parents and psychological well-being of left-behind children in Southeast Asia*. The Journal of Marriage and Family (4) 73, 763-787

Lu, Y., Yeung, J. W., Liu, J., & Treiman, D. J. (2019) *Migration and children's psychosocial development in China. When and why migration matters*. Journal of Social Science Research (77), 130-147.

33 Zhao, C., Wang, F., Zhou., Jiang M., & Hesketh, T. (2018) *Impact of parental migration on psychosocial well-being of left behind children: A qualitative study in rural China*. International Journal for Equity in Health 17-80.

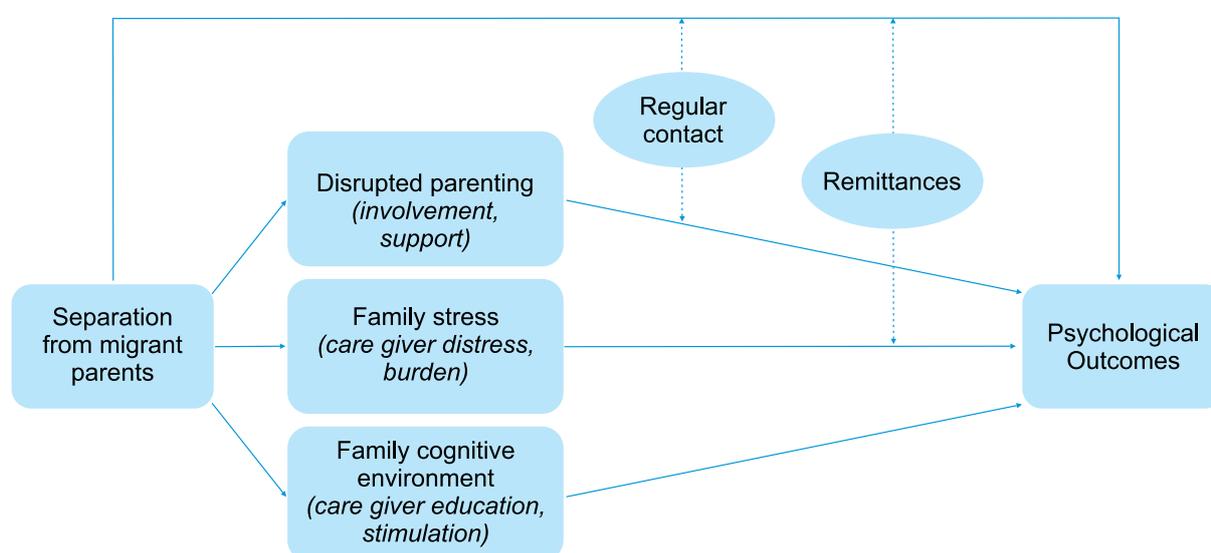
34 Felmeth, G., Rose-Clarke, K., Zhao, C., Busert, L.K., Zheng, et., al. (2018) *Health impacts of parental migration on left-behind children and adolescents: a systematic review and meta-analysis*. The Lancet (391). 2567-2582.

35 Ahunov, M., Kakhkharov, J., Parpiev, Z., & Wolfson, I. (2015) *Socio-economic consequences of labour migration in Uzbekistan*, Discussion Paper (07) 2-4, Griffith University, UK.

the remittances do help migrant families solve economic problems, the negative social consequences of this phenomenon have yet to be assessed.

In the context of labour migration (see Figure 2), previous studies show that prolonged periods of parent-child separation result in changes in family functioning and multiple relationships that create disruptions in child development<sup>36 37</sup>. Lu, et al. (2019) also suggests that research provides conclusive evidence that the extended absence of both parents can lead to lower educational attainment, decreased cognitive development, and diminished psychosocial well-being among young children. It is unfortunate that LBC may potentially face vulnerabilities in psychosocial well-being, which plays a crucial role in child development.

**Figure 2.** Conceptual framework (Y. Lu, et al., 2019)



The study utilized mixed data collection procedures such as surveys, focus group discussions, and structured interviews to carry out this situational analysis. Specifically, the study probed variables specific to children’s vulnerability as well as the need for developing social services. Considering the current lack of precise information, this data will inform UNICEF and its partners on what issues to strategically prioritize and may contribute to further research and mobilization of community resources. Data collection and processing was based on four standards which involve: 1) Utility (Study serves the specific needs of

36 Dreby, J. (2010). *Divided by borders: Mexican migrants and their children*. Berkeley: University of California Press.

Graham, E., & Jordan, L. P. (2011) *Migrant parents and psychological well-being of left-behind children in Southeast Asia*. *The Journal of Marriage and Family* (4)73, 763-787

Lu, Y., Yeung, J. W., Liu, J., & Treiman, D. J. (2019) *Migration and children’s psychosocial development in China. When and why migration matters*. *Journal of Social Science Research* (77), 130-147.

37 The term “development” refers to a sequence of physical, language, cognitive, and social-emotional changes that take place from birth to adulthood (Bartolotta & Shulman, 2013).

intended stakeholders). 2) Feasibility (Study procedures must be viable, realistic and economical, 3) Propriety (Study process must be conducted in an ethical and legal manner considering the welfare of participants and those affected by the evaluation results, and 4) Accuracy (Study must convey technically sound and evidence-based information about the features of the services that determine merits, probity and significance <sup>38</sup>.

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<sup>38</sup> Stufflebeam, D (2003). *The CIPP model for evaluation*. Portland, OR. A paper presented in at the 2003 conference in Oregon Program Evaluation Network (OPEN)



## II. METHODOLOGY

### 2.1. Management of the study

This situational analysis was conducted under the leadership of the Women's Committee of Uzbekistan (WCU) with technical assistance from UNICEF. WCU is a leading government organization which provides support to women in protecting their rights and enhancing their involvement in the public and political life of the country. UNICEF and WCU commissioned the study by engaging a national research agency "Al Mar Consulting", which conducted the data collection with technical support from PPMI research company. The PPMI Group is a leading research and policy analysis center located in Vilnius, Lithuania. To ensure cross-sectional collaboration and inclusive consultation process, the project was coordinated by the Project Advisory Committee consisting of representatives of the WCU, Ministry of Public Education, Ministry of Employment and Labor Relations, Ministry of Health, Ministry of Interior, Prosecutor's General Office, "Oila" Family Center, RCSAC and UNICEF.

### 2.2. Study goals and objectives

For the purposes of this study, migrant families, also often referred to as 'transnational families' in international research<sup>39</sup>, refer to those where at least one member of the nuclear family lives in a different country. *This study mainly focused on one form of transnational families: when one or both parents migrate, leaving one or more children behind in the care of the other parent or another caregiver. The study looked at parents who have migrated and are currently away from home or have returned from migration within the last three months.*

The study seeks to find out whether extended parental absence leads to limited access to social services and diminished psychosocial well-being among children in the context of Uzbekistan. Another important dimension of this study was the assessment, counselling and referrals to social services for families with children affected by migration accomplished through case management. Although the original TOR suggested providing immediate assistance to vulnerable families, it has been decided that social support and social services referrals remain an option for families depending on their request. Children at risk of abuse or neglect have been referred to social services and RCSAC for immediate assistance though the referral protocol (See Annex 14).

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39 Mazzucato, V., Cebotari, V., Veale, A., White, A., Grassi, M., & Vivet, J. (2015) *International parental migration and the psychological well-being of children in Ghana, Nigeria, and Angola*, *Social Science & Medicine* (132), 215-224, ISSN 0277-9536, <https://doi.org/10.1016/j.socscimed.2014.10.058>.

In the light of the above, the study aims to investigate and identify the endogenous and exogenous consequences of migration on children. The objectives of the study are three-fold:

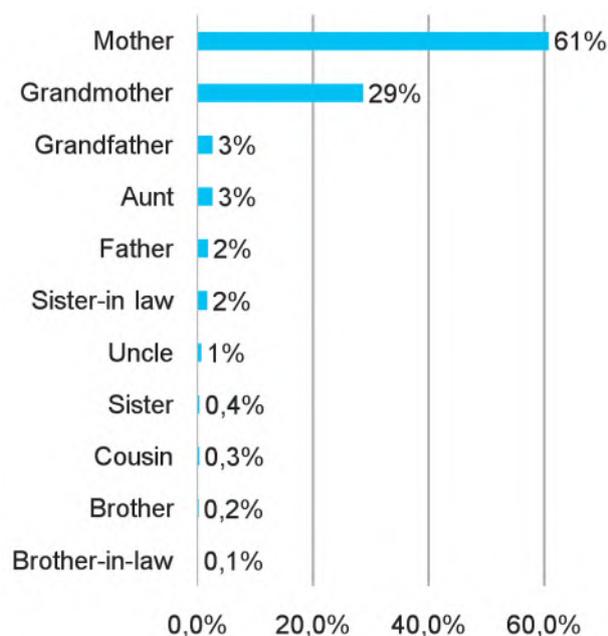
- to examine how migration affects the living conditions, health, education and psychological well-being of children left behind;
- to identify system gaps in the protection of children affected by migration and to analyze the impacts of labour migration in order to design policy recommendations towards programmatic interventions;
- to mitigate the negative consequences of migration by offering social support through case-management.

### 2.3. Population Demographics

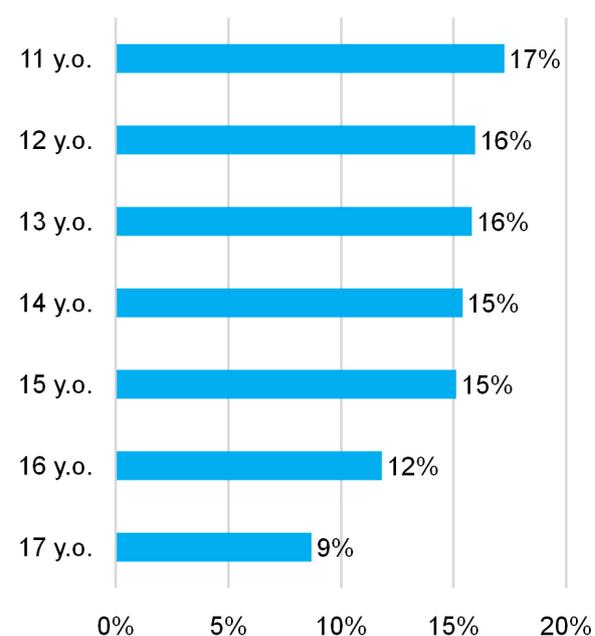
The total of 1718 participants took part in the quantitative part of the study, of whom 1016 were caregivers and 702 were children aged 11-17. Out of 1016 caregivers, 61 per cent were mothers and 29 per cent were grandmothers. Most households with migrant children (86 per cent) were male headed and only 14 per cent were female headed households. In total 702 children (aged 11-17) participated in the questionnaire, of whom 52 per cent were boys and 48 per cent were girls.

**Figures 3 and 4.** Demographics of respondents

*Relationship to the child/children of migrants*



*Age of children of migrants*



Quantitative survey. Caregivers (N valid cases = 1016). Children (N valid cases = 702)

In the qualitative part of the study, 41 children participated in 4 focus group discussions (FGD) in each target region (20 girls and 21 boys aged 15-17). Caregivers who participated in 4 FGDs numbered 37 people (27 women and 10 men of different ages). Also 38 representatives from various social services participated in 4 FGDs in each region and 16 key informant interviews (KII) were conducted with local experts from diverse social services (4 per each region).

### 2.4. Sampling

A two-stage sampling approach was used to select the households for the study: probability proportional to size without replacement was used for the selection of the communities (mahallas) as a primary sampling unit and random walk sampling was utilized to select migrant households. For the qualitative part, nonrandomized purposive sampling was used to choose community leaders and experts from local nonprofits, social services and other organizations for key informant interviews and focus group discussions.

#### Quantitative Sampling

The sampling frame was based on the highest indicators of external migration within the selected regions. Lists of migrants were not available everywhere and the sampling proposal was designed based on pre-requirements and available data. Within each region, three districts were classified as most affected based on the highest ratio of labour migration within the known population. ( $P = (X/N) \cdot 1000$ ) where  $X$  is the total number of migrants in the district and  $N$  is the total population). In each target region, 25 mahallas were selected with probability proportional to size. The mahallas were classified as urban or rural within the districts and were sampled randomly. The sample was selected based on a size measure  $G$  and the selection was cumulative without replacement ( $i = 1, 2, \dots, N$ ).

$$\pi_i^{(pps)} = \frac{G_i}{\sum_{i \in U} G_i}$$

The households in the study were selected using the Random Walk (RW) sampling approach because lists of migrants were not available at mahalla level. Separating primary sampling units or mahallas into clusters was permissible since the population was too large<sup>40</sup>. RW sampling method can still produce an unbiased sampling results for the study, even though it is not considered as strict

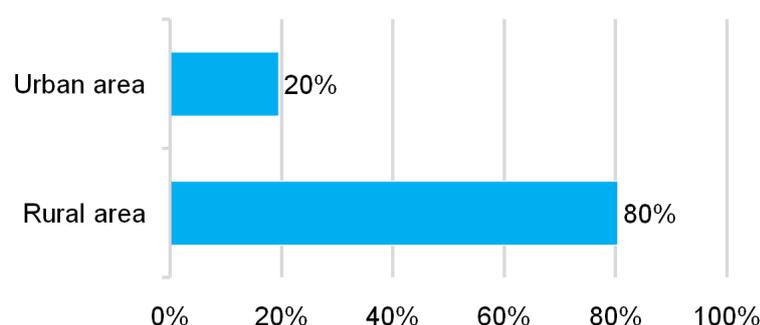
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40 [https://unstats.un.org/unsd/demographic/meetings/egm/sampling\\_1203/docs/no\\_2.pdf](https://unstats.un.org/unsd/demographic/meetings/egm/sampling_1203/docs/no_2.pdf)

probability sampling<sup>41</sup>. The total sample size for the study was 1,016 households/caregivers that fit the following criteria:

- there is at least one child under the age of 18 in the household;
- at least one parent of the child/children is currently abroad as a labour migrant;
- a parent of the child/children returned from migration within the last three months.

**Figure 5. Distribution of migrant households by type of residence**



The enumerators followed GPS tracked routes and did not ask about migrant households to avoid the risk of non-probability snowball sampling and other confounding factors (such as respondents being socially connected). The survey respondents represent 80 per cent of migrant households who live in rural area and 20 per cent who live in urban area.

### Sample size calculation

The following formula was used to calculate the sample size within mahallas.

$$n = [(z^2) \cdot (r) \cdot (1-r) \cdot (f) \cdot (k)] / [(p) \cdot (n_h) \cdot (e^2)]$$

here:

$n_h$  – is the required sample size, i.e. the number of households,

$z$  – is the factor to achieve 95 per cent level of confidence, set at 1.96,

$r$  – is the known prevalence rate for the key indicator, set at 50 per cent in the absence of data (to provide maximum variation)

$f$  – is the design effect for said indicator, using a value of 2.5<sup>42</sup>,

41 [http://mics.unicef.org/files?job = W1siZiIsIjIwMTUvMDQvMDMvMDYvNDIvNDgvMjg2L2NoYXAwNC5wZGYiXV0&sha = d31cdb905d60500d](http://mics.unicef.org/files?job=W1siZiIsIjIwMTUvMDQvMDMvMDYvNDIvNDgvMjg2L2NoYXAwNC5wZGYiXV0&sha=d31cdb905d60500d)

42 In the absence of data, we have opted to account for a higher-than-usual design effect

- $k$  – is a multiplier to account for the anticipated rate of non-response,
- $p$  – is the proportion of the total population upon which the parameter,  $r$ , is based,
- $n_h$  – is the average household size,
- $e$  – is the margin of error to be attained, commonly set at 5 per cent.

(For the detailed breakdown of migrant population by region and district, please see tables in the Annex 15).

### *Qualitative Sampling*

The aim of the qualitative data collection was not only to collect representative responses but also to gain an in-depth understanding of the opinions and experiences of respondents. The study involved FGDs with local experts from nonprofits and social services, primary caregivers and children aged 15-17 from migrant households. In addition, key informant interviews with diverse stakeholders were conducted to understand how the system of social service provision addresses the needs of migrant families.

At the regional level, data collection took place in both urban and rural settings within several districts. The districts varied in terms of population density and social infrastructure. Adult caregivers and children were selected from mahalla committees using consecutive purposive sampling based on the list of available migrant households.

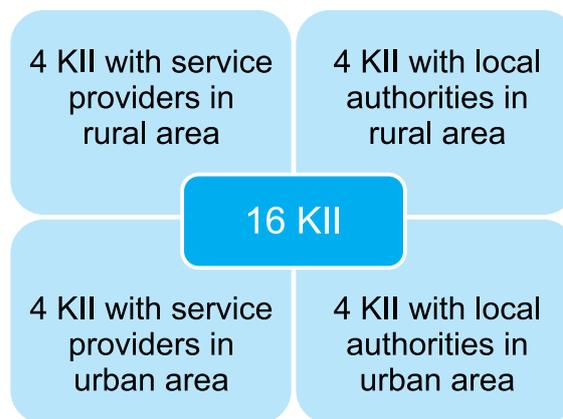
### *Key informant interviews*

The purpose of key informant interviews (KII) was to collect information from a wide range of people including community leaders, professionals, and social service providers who have first-hand knowledge about both the community and the target population. The interview participants provided in-depth information on labour migration and its consequences on the well-being of children in their respective communities.

In total 16 interviews (4 in each region) were conducted with local key informants below.

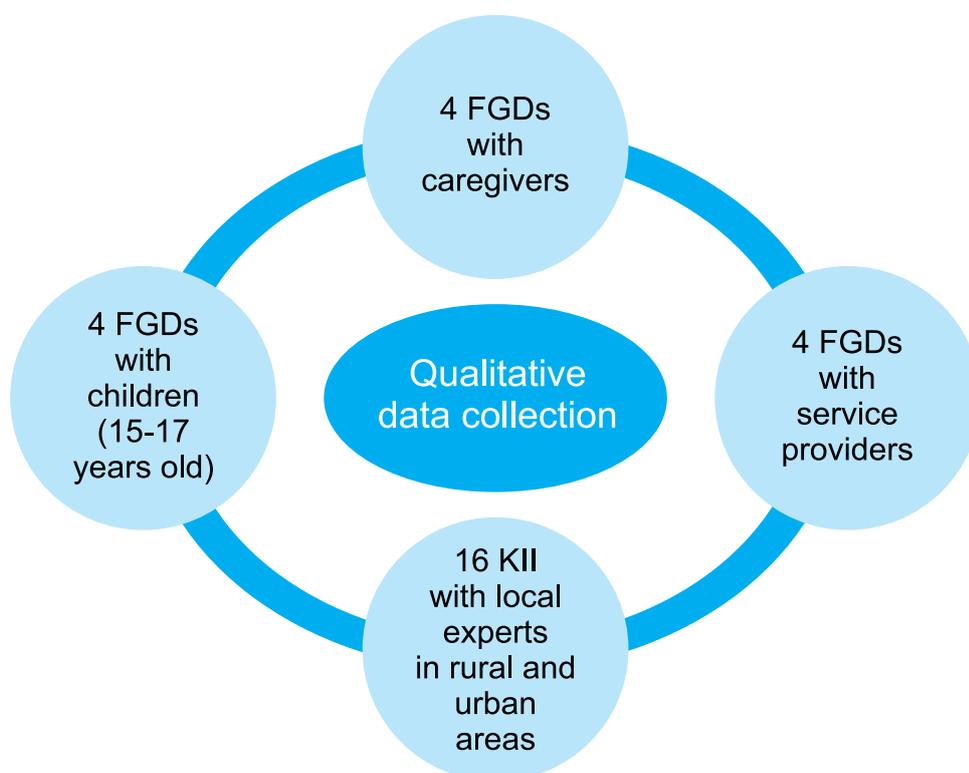
**Figure 6. Qualitative sampling, KII**

1. Mahalla representatives (Community leaders, Posbons-Mahalla police)
2. Representatives of child care institutions
3. Local NGO workers
4. RCSAC representatives
5. Department of Health workers
6. Doctors/patronage nurses
7. Representatives of khokimyat
8. "OILA" family centers representatives
9. School/college representatives
10. Trusteeship and guardianship authorities



*Focus group discussions*

**Figure 7. Qualitative sampling. FGD**



The FGD participants were selected from local mahalla committees. Four FGDs were conducted with primary caregivers (mixed groups of male and female) and teenagers living in migrant families (boys and girls, 15-17 years old). Half of the FGDs were conducted in urban setting while another half in rural. Considering local cultural norms, values and the sensitive nature of this study, FGDs with children were conducted separately; and for girls only by female moderators and assistants. On average, each FGD session included 8-10 participants. Four FGDs were conducted with service providers to understand their perspectives on social service provision and social policies. The list of experts in FGD included the following service providers (Republican Center for Social Adaptation of Children, OILA center, representatives of SOS Children's Village, representatives of schools, child care institutions, hospitals, and local NGOs), and local authorities (Khokimyat representatives, Commission on Minors, WCU, inspector on minors under Department of Internal affairs, local employment agencies, and other state bodies) across all 4 regions.

All FGDs were audio recorded with the permission of respondents and the records were transcribed and coded using qualitative software (e.g. Dedoose and N-VIVO).

A young woman with dark hair tied back, wearing a light pink double-breasted coat over a dark blue turtleneck, is riding a bicycle. She is looking towards the camera with a slight smile. The background shows a blurred outdoor setting with trees and a white structure. The text "III. DATA ANALYSIS" is overlaid in the lower-middle part of the image.

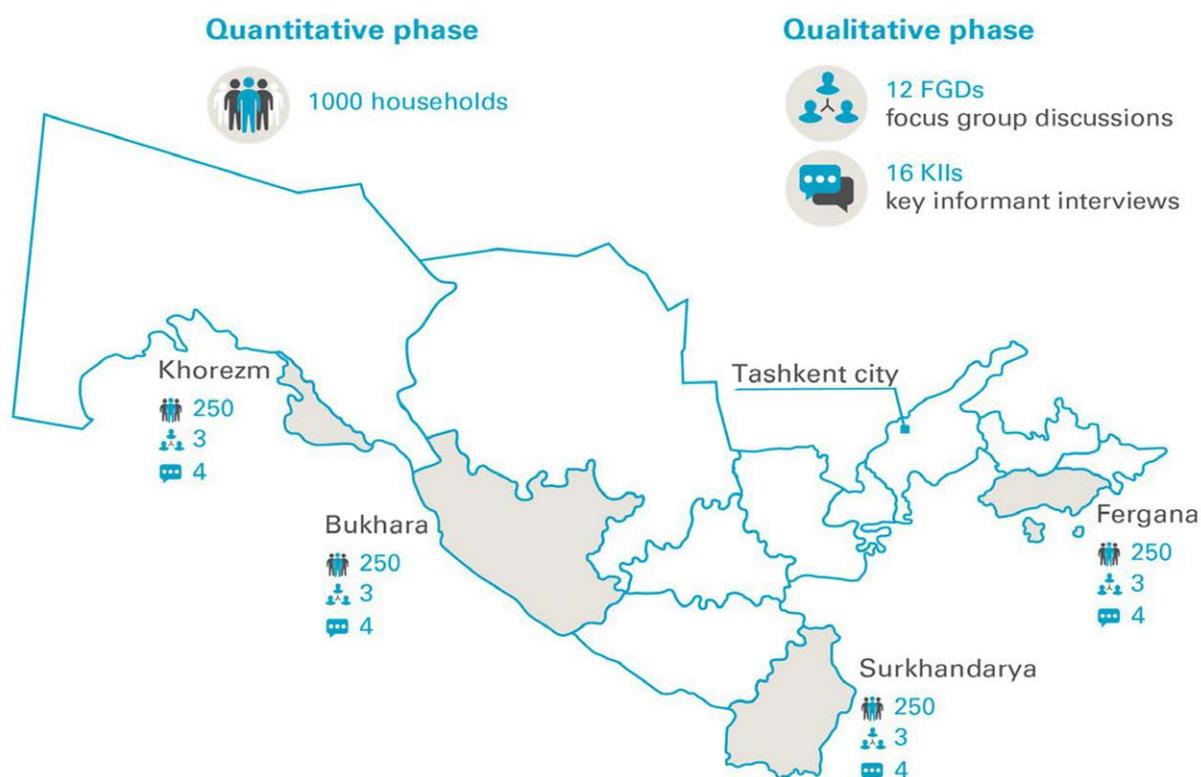
### **III. DATA ANALYSIS**

#### **3.1. Data collection and analysis methods**

The data were collected by enumerators with relevant experience in data collection and the preferred approach for analysis was data triangulation from both the qualitative and quantitative sources. The study inventory included questionnaires a) for caregivers and b) for children aged 11-17; guides for FGDs with caregivers and children aged 15-17; guides for FGDs with service providers; guides for KIIs with local authorities and service providers. Adult caregivers were asked questions about all children aged 0-17 in the survey. The age group of children for the qualitative part was 15-17 since they could better articulate their ideas on specific questions pertaining to impacts of migration. Moreover, this approach has been perceived as more acceptable both culturally and socially within a traditional Uzbek society. During the data collection, all UNICEF prescribed ethical considerations were integrated into research activities.

Data collection was conducted in the language most preferable for respondents and enumerators were bilingual, being equally fluent in Uzbek and Russian languages. During the field work, the research team conducted regular debriefs and data quality checks to ensure quality control measures and to address possible risks to internal validity. Signed informed consent forms were obtained from caregivers before conducting interviews with them and their children during all stages of data collection to ensure child protection, privacy and confidentiality. The target population for the study are households with a family member who has been working abroad and who 'left behind' a child in the household aged 0-17. The families with migrant parents who recently returned from migration within the last three months were not excluded.

The respondents were caregivers and children in households where one or both parents are currently out of the country, having migrated or who have returned from migration within the last three months. Within the households, the effect of migration on the primary caregiver (a person responsible for the nutrition, health, and schooling of a child at the time of the survey) and children of aged 0-17 was explored by administering questionnaires. Children in the survey were categorized as children from families with one migrant parent, two migrant parents as well as returned migrants, to better understand the trends in labour migration and its impacts on the well-being of children. The data were collected from four regions of Uzbekistan diverse in terms of geographic location, level of industrial development, and migration patterns (See figure 8 below: Bukhara, Khorezm, Fergana and Surkhandarya regions).

**Figure 8. Geography of the study**

The regions were selected based on available administrative data on external migration from the Ministry of Employment and Labour Relations and suggestions from the Government during bilateral meetings with UNICEF, and the WCU. According to official statistics from the above ministry, the trends of external migration are most pronounced in the selected regions compared to the rest of the country. The largest numbers of people leaving the country for employment at the time of data collection were from Surkhandarya (72,5 thousand), Fergana (168,2 thousand), Khorezm (68,8 thousand) and Bukhara (108,2 thousand).

Electronic data gathering using tablet computers and real-time synchronization allowed ongoing monitoring of the survey's progress. The collected quantitative data measuring the psychosocial well-being of children (including and not limited to socio-emotional adjustment, school performance, nutrition, etc.) were processed and analyzed using R and SPSS statistics software. The qualitative data were transcribed, coded and analyzed using qualitative software for this situational analysis. The statistical precision of all estimates was assessed using 95 per cent confidence limits which were calculated accounting for the complex sampling approach used in the study. All data entry supervisors oversaw the data entry/cleaning processes, assisted with spot-checking of data and tracking completed questionnaires. Descriptive statistics were calculated and cross tabulated by population groups in aggregate across all selected regions and

results visualized using charts, tables histograms, and line graphs. All collected, and cloud transferred data were stored at Al Mar throughout the study and will be deleted after three years once the study is completed.

## **3.2. Study Limitations**

The limitations of this study's methodology include a lack of representativeness and imperfect data entry and transcription protocols, such as are inevitable for a study of this size. Standard data-cleaning methods were employed to minimize such problems, including the identification of outliers and logically inconsistent entries. While this study is probably indicative of some wider trends, concrete results cannot be generalized for the entire country. The selection of 4 out of 12 regions in Uzbekistan for this study limits the external validity and may not be representative of the entire population. After the consultation with project partners and the Government, the range of respondents, sample size and the research scope were limited to 4 regions because of restricted funding and the timeframe.

The following are the major limitations in this situational analysis:

- The data for selection of the project regions, obtained from Ministry of Employment and Labour Relations, is a single source data, which was based on the highest migration trends at the time of selection. Similarly, the districts within the selected regions were limited and chosen based on the highest number of migrants by district. This has been done not only to reflect districts with the highest trends of migration but also to be able to provide referrals to social support and counseling through case management to migrant households within the most affected districts. This may present a certain level of threat to the internal and external validity of the study.
- A random walk sampling method was used to select the households. This method is not without disadvantages since the use of contiguous households may affect the homogeneity of the sample and may not account for changes in population.
- Focusing just on migrant households without including regular households in the sample in the study. (This may limit the possibilities to assess the effects of migration on the well-being of children left behind, as there is no comparison group).
- Age groups of children covered by the study were limited to 11-17 for the quantitative parts and 15-17 for the qualitative parts. The major consideration for this selection is that children of this age range can better articulate their ideas and provide more meaningful responses to complex questions pertaining to labour migration and its social consequences. In other words,

children between the ages of 11-17 participated in the surveys while those aged 15-17 participated in FGDs. In contrast, adult caregivers were asked questions about all children aged 0-17 in the survey since the survey selection excludes children under the age of 11. If all children were aged under 11 within the migrant household, then the interview was conducted with the caregiver only.

- It is important to note that the study was not designed to test specific quantitative hypotheses and conduct statistical modelling. Thus, the resulting datasets could be considered as largely descriptive rather than explanatory by design. All the results obtained in the analysis should be interpreted considering the limitations in the datasets.

### **3.3. Ethical considerations and data protection**

Prior to field work, the research team implemented the field-testing of research tools, namely questionnaires for adult caregivers and children (aged 11-17) in Bukhara region between the period of February - March, 2019. After the pretesting, the research tools were revised accordingly. Inception report was prepared (attached as a separate document) and cleared by UNICEF ERB. (See Annex 18)

Ethical considerations were integrated into all research activities and in the final product. The methodology of the study and protection protocols were reviewed and approved by an external Institutional Review Board to ensure the protection of human subjects.

The study results will be used by the Women's Committee of Uzbekistan and UNICEF to draft policy recommendations to address gaps in child protection and to mitigate the negative consequences of labour migration. In addition, the action part of the study should have served as an outreach for provision of counselling and referrals to social services by RCSAC social workers, the WCU, and the OILA representatives who work with families of migrants.

The current report does not include any names or other personal information about the people who took part in the study. Ethical considerations were integrated into all research activities and the final product. A list of ethical considerations adopted by the study is provided below.

- Respondents did not receive any direct benefit from participating in the study; however, since participation in FGDs required a significant time effort, respondents were offered a small gift as token of appreciation for their time. The form of the token was identified during the pilot visits and communication with local communities. The presents included stationary and food products.

- Study respondents were allowed to choose the time and place for the interview. If respondents experienced any transportation costs, such expenses were reimbursed in full. Informed consent forms were required from all respondents. (See Annex 2-7). All informed consent forms must have been signed by each respondent separately. Informed consent for children should have been signed by both the caregiver and the child. All signed forms are stored in the UNICEF office in Tashkent and destroyed after three years.
- Respondents were informed that participation in the study is voluntary and they can withdraw from the study at any time. A particular attention was paid to the privacy and confidentiality of respondents. The research team did not collect and store any personal or identifying information. Respondents were encouraged to use a pseudonym. All respondents were asked to choose a time and place where the interview could be conducted. During the interview, only the respondent and interviewer were allowed in the room. During the FGDs, only the moderator assistant and participants were allowed in the room. In some cases, supervision by UNICEF staff was allowed with permission received from the participants/interviewees.
- No repeat visits or follow-up contact with the respondents in the study were planned. In case the migrant family members chose to receive social support from the local service providers, the social service program supervisor touched base with an adult family member in the migrant household.
- The consent forms for caregivers indicated whether the participant was willing to be contacted. In case the participant agreed to receive social services, his/her contact details were provided to social service coordinator from RCSAC.
- Children at risk of abuse and neglect were determined through child protection protocol and referred to social service providers through the referral protocol during the data collection (See Annex 14). If the enumerators observed any indication of child abuse, maltreatment or neglect, they were mandated to report such cases to a field work manager, who in turn contacted RCSAC.
- The limit to confidentiality was placed that if a child reveals information that requires immediate action, such as when, an enumerator suspects child abuse or neglect. This might include and is not limited to discovering that a child is being harmed or threatening to harm her/himself or another person; has a communicable or sexually transmitted infection which may place them and others at harm.
- The cases of abuse include such risks as: Abandonment (child left without care or at risk of institutionalization), child neglect (failure of a caregiver to provide, food, clothing, shelter and medical care), symptoms of physical abuse (any intentional physical injuries to the child such as striking, beating, kicking, etc.), emotional abuse (insults, humiliation and social exclusion), and sexual abuse (engaging in sexual activities), and child labour.

During the field work several protocols were completed and cases that needed social service provision were reported to RCSAC for further action. In addition, contact details of social services were provided to participants in the form of a leaflet or a brochure. (For the detailed protocol on protection of human subjects, please see Annex 17). All electronic data (survey database, transcripts of interviews, and FGDs) were transferred from the local consultancy company to PPMI via a secure cloud-based server owned by Al Mar Consulting. Confidentiality of information from the respondents was upheld with utmost care throughout data collection, processing and analysis. The survey data were protected from unauthorized access in password protected tablet computers and any devices that transport the data (USB sticks, or portable hard-drives).

The survey data were collected using computer assisted personal interviews (CAPI) on GPS enabled tablet computers, which can be synchronized to send all collected data into the cloud-based server owned by Al Mar Consulting. Identifying records, in formats, are stored under lock and key (or password) at all times and access granted only to identified survey personnel. The recordings, transcriptions and translations done by external or outsourced team members were destroyed once they have been stored and archived by the central research team.



## **IV. KEY FINDINGS**

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## 4.1. General migration patterns and characteristics of migrant households with children

This chapter illustrates general patterns of parents' migration, socio-demographic characteristics of caregivers and children in migrants' households. The analysis of qualitative data is presented in the chapter in order to show the key reasons for, and prevalence of, migration in local communities.

### Migration trends

At the moment, there are no official statistics on children affected by migration collected in Uzbekistan. The State Statistics Committee of the Republic of Uzbekistan, together with the Ministry of Internal Affairs, keeps records of population emigration by tallying arrival and departure sheets, i.e. associated with a permanent change of residence and repeated departure through emigration to foreign countries.

"Makhalla Committees" are self-governing bodies of citizens in each district of Uzbekistan that are trying to keep statistics on migration flows and families who have migrant workers, but the reliability of such data is dubious due to the chaotic nature of labour migration in Uzbekistan and the same person can migrate back and forth several times a year. The study showed that migrants from Uzbekistan generally travel without their families, due to high accommodation costs in destination countries. Therefore, many migrants perceive their stay abroad as temporary (spring to autumn) and do not prioritize integration into the host community. Instead, Uzbek migrants generally maintain close ties with their family and mahalla (local community), assuming that they will eventually return to their homeland<sup>43</sup>. Previous literature reviews suggest that migrants have become younger over the past decades, as well as less educated and less fluent in Russian<sup>44</sup>. The survey results show that in the majority of households (45 per cent), migrants leave two children. Less than one third of the households have three or more children (28 per cent) and about as many households have one child (27 per cent).

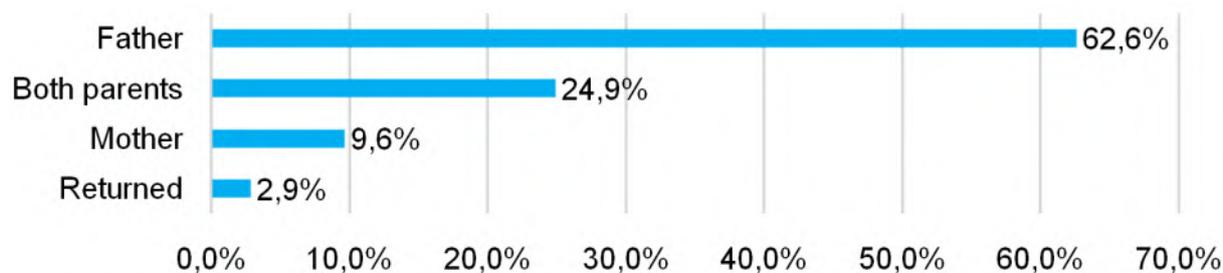
**Among the family members living abroad as labour migrants, fathers are largely prevailing and they are usually absent for longer periods of time.** The survey results demonstrated that 62.6 per cent of parents were represented by fathers,

43 Abashin, S. (2014) "Migration from Central Asia to Russia in the New Model of World Order" Russian Politics and Law, vol 52, no 6.

44 Parpiev, Z. (2015) "Who is behind remittances? A Profile of Uzbek Migrants" Accessible via <http://www.uz.undp.org/content/uzbekistan/en/home/ourperspective/ourperspectivearticles/2015/03/05/who-is-behind-remittances-a-profile-of-uzbek-migrants.html>

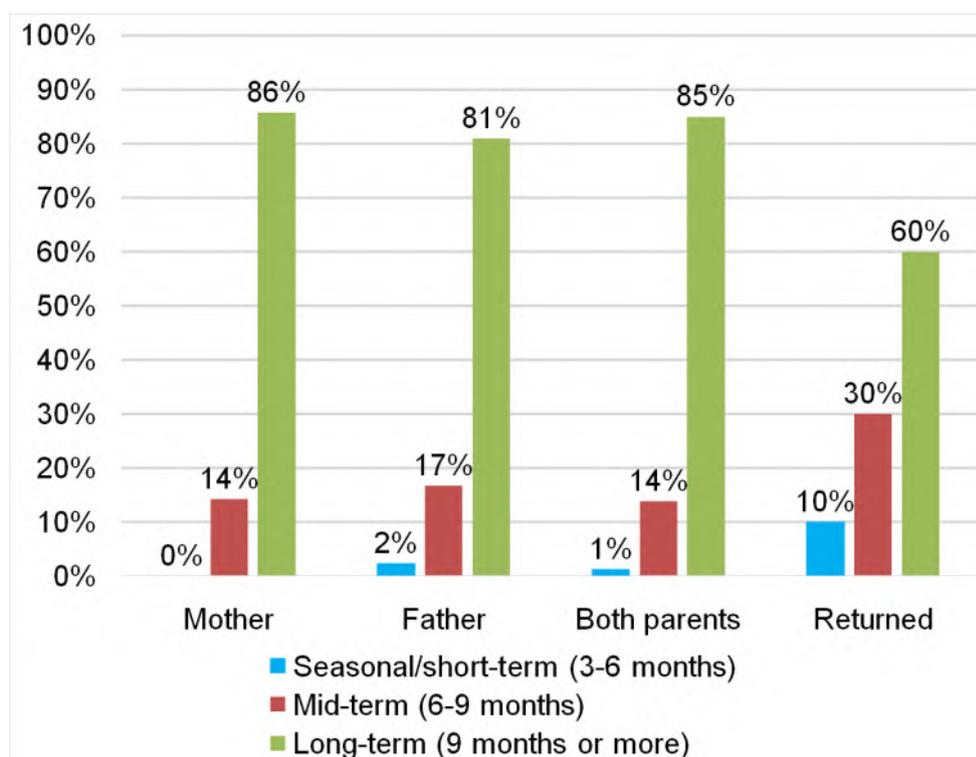
9.6 per cent were mothers and in 24.9 per cent were both parents. A similar tendency is observed in the international research context. For instance, Mazzucato<sup>45</sup> in their study on children left behind in the African context, indicate that if mothers migrate, it will be more common for fathers to also migrate.

**Figure 9. Migrating parents**



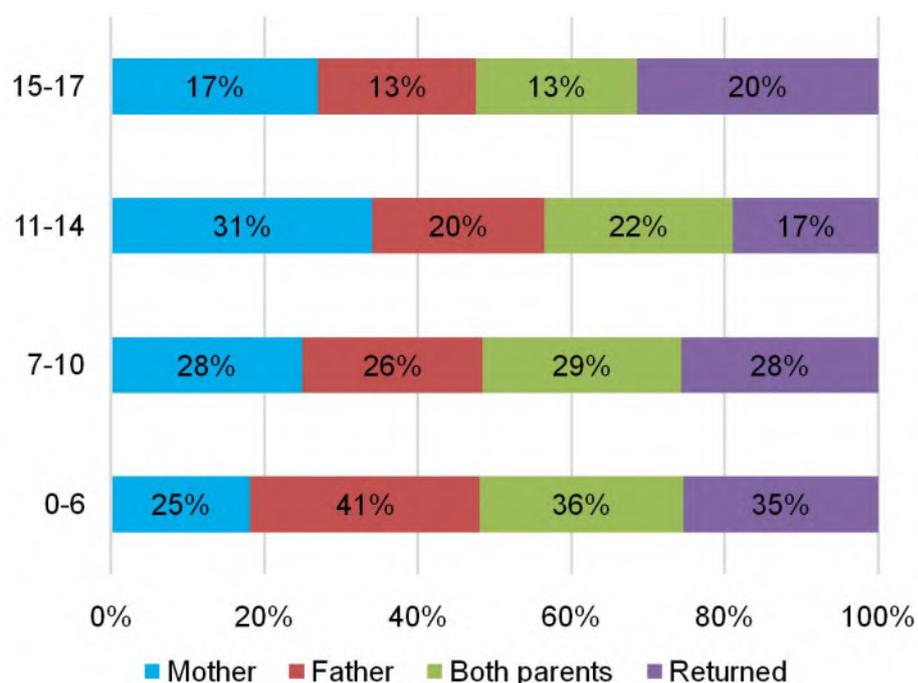
**Source:** Quantitative survey. Caregivers (N valid cases = 1016)

**Figure 10. Length of migration vs migrant parent**



**Source:** Quantitative survey. Caregivers (N valid cases = 1016)

45 Mazzucato, V., Cebotari, V., Veale, A., White, A., Grassi, M., & Vivet, J. (2015) *International parental migration and the psychological well-being of children in Ghana, Nigeria, and Angola*, *Social Science & Medicine* (132), 215-224, ISSN 0277-9536, <https://doi.org/10.1016/j.socscimed.2014.10.058>.

**Figure 11.** Age of children vs migrant parent

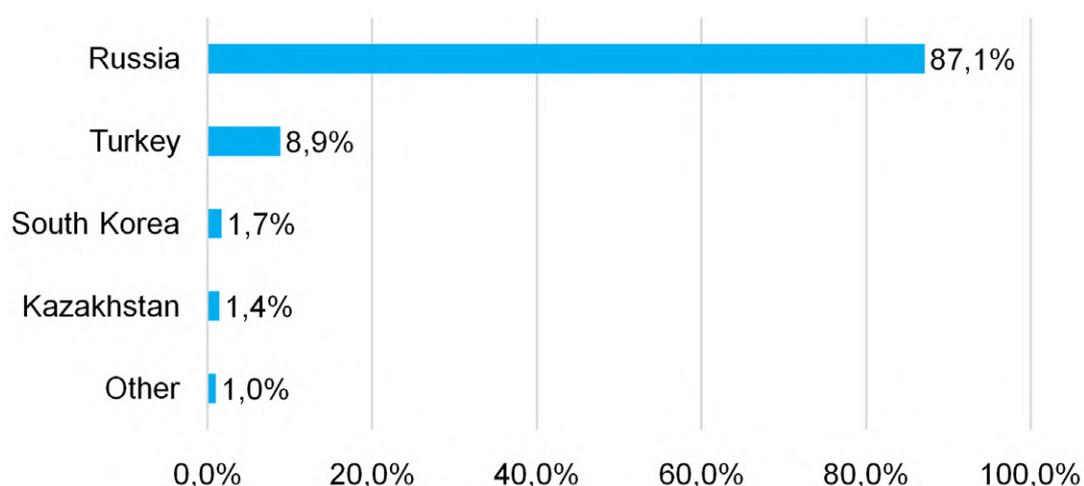
**Source:** Quantitative survey. Caregivers (N valid cases = 1016)

In 95 per cent of cases, family members had migrated. **For most families, this is a repeated pattern of migration.** Most relatives have migrated 3 or more times, a quarter of parents have migrated twice, and only 13 per cent of parents have only migrated once. Family members, especially mothers often migrate leaving children of any age behind, even those at the age of 0-6, which is an essential age for early childhood development and the establishment of the parental-child relationship.

### Countries of destination

No difference in migration patterns from urban and rural areas has been found. **The main destination country of migrant workers from Uzbekistan is Russia.** According to estimates by the Russian Ministry of Internal Affairs, in January–September 2019, over 3.7 million citizens of Uzbekistan (almost a third of the working population) were registered in the country as migrants. Within the sample population in this study, 87.1 per cent of migrants prefer to go to Russia, 8,9 per cent – to Turkey, 1.4 per cent – to Kazakhstan, and 1.7 per cent choose go to Korea. Interestingly, when both parents migrate, or just mothers are migrants, they often choose Turkey as their destination for labour migration.

**Figure 12.** Destination countries for labour migrants from Uzbekistan



**Source:** Quantitative survey. Caregivers (N valid cases = 1016)

Many migrants leaving for Russia and Kazakhstan do not register upon arrival which makes them difficult to track if they face any difficulties. In recent years, the Russian Federation adopted number of regulations facilitating labour migration for citizens of Uzbekistan. Labour migration from Uzbekistan still requires a settlement and enhancing policy framework to address issues associated with labour migrants between the two countries.

#### *Drivers of labour migration in Uzbekistan*

According to the Central Bank of the Russian Federation, in 2018, the volume of money transfers from Russia to Uzbekistan amounted to about \$ 2.940 billion, which is a 6-fold increase compared to transfers in 2017 <sup>46</sup>. **As expected, the absolute majority of migrant workers in Uzbekistan leave for economic reasons.** Around 95 per cent of migrant families surveyed engage in labour migration in order to earn money to improve their socio-economic status. Most respondents in the study mentioned that “migration represented the best chance of survival and possible prosperity of the family”, especially for their children. Parents also felt “there was no other way” but to migrate to sustain their livelihoods.

Respondents in interviews and focus group discussions confirmed that finding a job is not a problem but the income level offered by most jobs does not allow families to have a decent living standard. Informants mentioned a range of average salaries in the country which are not sufficient to cover the needs of families with children. Families often face financial difficulties that lead to

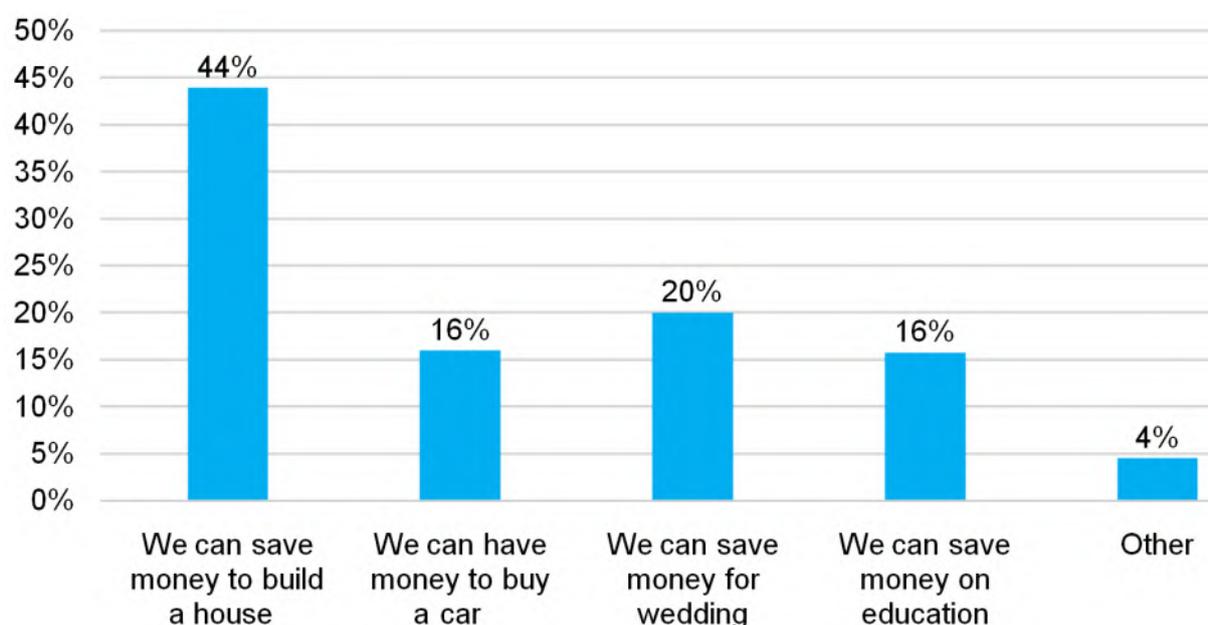
<sup>46</sup> Central Bank of Russian Federation. *External sector statistics – Money transfers in CIS*. Retrieved from: [https://cbr.ru/statistics/macro\\_itm/svs/](https://cbr.ru/statistics/macro_itm/svs/)

migration if only the father works in the family, which is the case for most Uzbek families. In addition, many respondents stated that salaries are not stable as well and that there are no job support services available. Also, the opportunities for successful farming may also be limited since such efforts may require significant financial investments.

According to official statistics from the Republic of Uzbekistan, the unemployment rate in the country was 9.2 per cent in the first half of 2019. The official poverty rate declined from 11.9 per cent in 2017 to 11.4 per cent in 2018, although this is measured using non-standard methods.

Another reason for labour migration is the need to save enough money to afford a particular purchase and to meet unexpected expenses. Some mentioned that they need to save money to purchase an apartment/house, household appliances, organize the wedding of close relatives (children, sisters, or brothers) or buy wedding gifts for relatives and acquaintances, buy a vehicle, or pay for the higher education of their children.

**Figure 13.** Goals for saving money from migration



These findings are supported by the wider studies in the area. Research shows that labour migration has become life strategy for most people since the independence of Uzbekistan<sup>47</sup>. Although there can be many different reasons as to why migrants leave their communities to seek employment, recent research

<sup>47</sup> Ahunov, M., Kakhkharov, J., Parpiev, Z., & Wolfson, I. (2015) *Socio-economic consequences of labour migration in Uzbekistan*, Discussion Paper (07) 2-4, Griffith University, UK.

has identified that the following are the main push factors for international migration in Uzbekistan:

- 1 shortage of jobs with decent salary (33.8 per cent),
- 2 inadequate earning to cover family expenses (10.1 per cent),
- 3 desire to purchase new car\apartment (17.2 per cent),
- 4 seek for a better life conditions (16.8 per cent),
- 5 debt repayment (2 per cent).

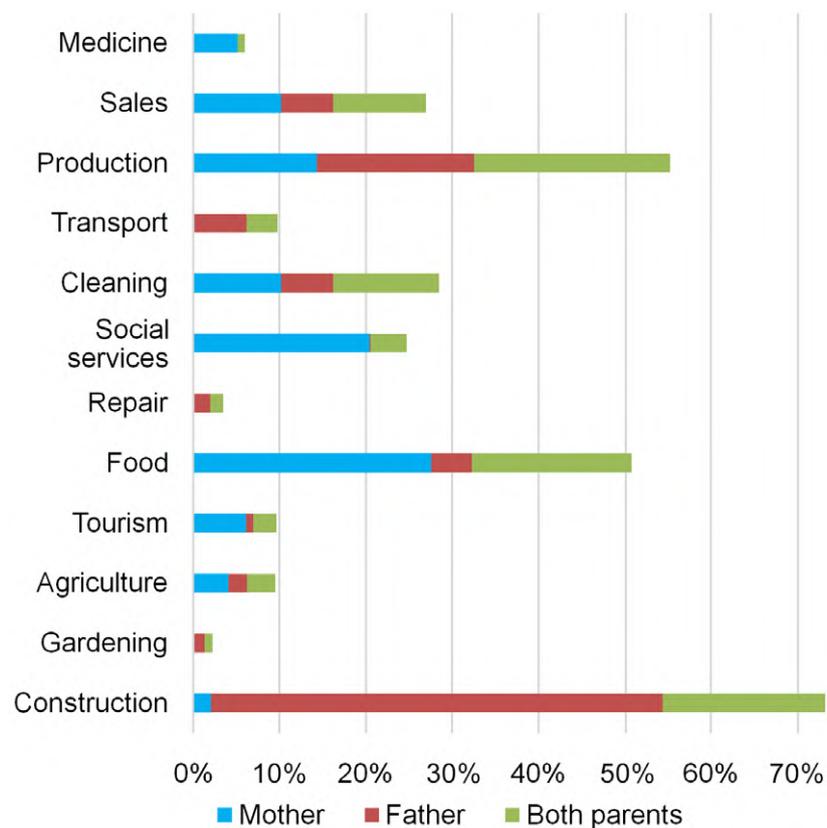
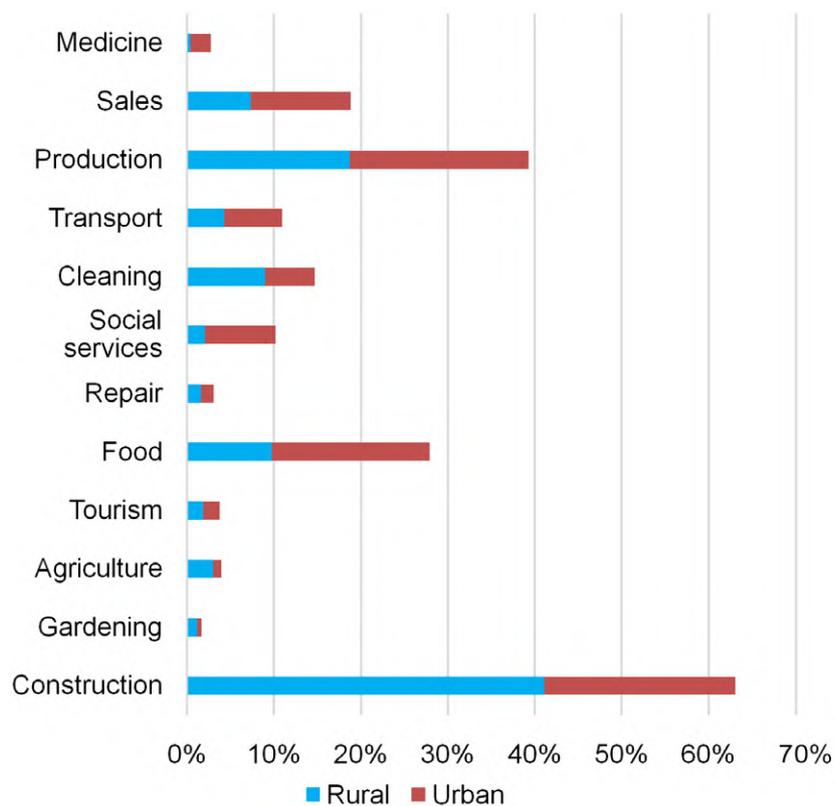
Besides economic reasons, there are several social factors at play that can push families to migrate. The qualitative part of the study also confirmed the above trends for labour migration out of Uzbekistan. The respondents also mentioned the desire to repeat the successful migration experience of a relative or acquaintance as a major factor for their decision to migrate. The communities are close knit and many people want to follow the footsteps of others who have already spent time working abroad and have returned home. Some respondents mentioned that “working away from home is considered a test of a man’s spirit.”

#### *Occupation when abroad*

**The majority of migrant workers from Uzbekistan tend to work in lower-paid jobs in the countries of destination and most of them do not have higher education.** When it comes to the level of education of migrant workers, most of them achieved a general secondary education or finished technical school (46 per cent). Only 4 per cent of them have university degrees and college level education. The surveys also demonstrated that 40 per cent of migrants work in construction, 12 per cent work in restaurants in different positions, 9 per cent work in cleaning, 5 per cent in transportation, 20 per cent work in production / industry and another 9 per cent work in retail (supermarkets, grocery shops). Mothers who migrated separately, work in restaurants, the social sphere, tourism, and healthcare sectors.

Fathers are more likely to work in construction. When both parents migrate, they have a more chances to work in production or in cleaning (results of chi-squares show significant associations with  $p < 0.01$ ). There are differences in occupations of migrants from urban and rural settings: migrants from rural area have more chances to work in construction, while urban citizens have more chance to be employed in the restaurant business, sales, social services and healthcare (results of independent samples t-test – comparison of the group means, all significant with  $p < 0.05$ ).

**Figure 14. Occupation of migrants abroad (per cent)**



**Source:** Quantitative survey. Caregivers (N valid cases = 1016)

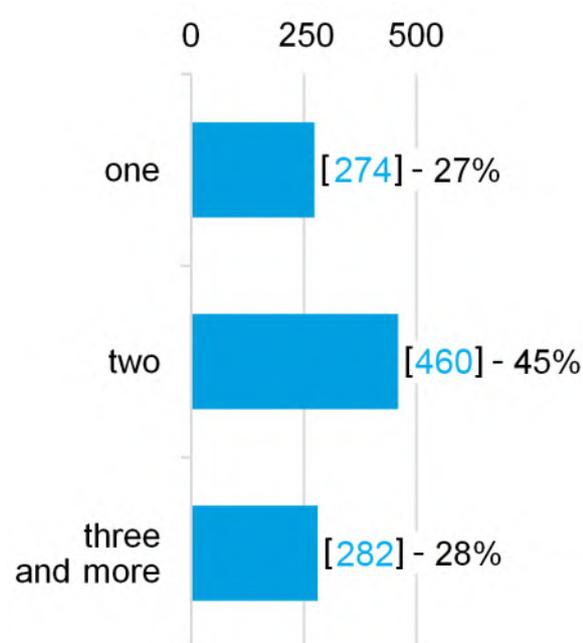
The above charts (Figure 14) show that migrants from Uzbekistan are not considered specialists. The type of work includes manufacturing, mining, custodial work, farming, commercial fishing, landscaping, pest control, food processing, oil field work, waste disposal, recycling, construction, maintenance, shipping, driving, and many other types of physical work. An increase in educational level would allow migrants from Uzbekistan to get higher paid jobs and be perceived as qualified specialists.

### Children left behind: estimates and characteristics of households

Currently there are no estimates on the number of children left behind by migrating parents in Uzbekistan. More than 73 per cent of families surveyed have two or more children left behind and about one third have just one child.

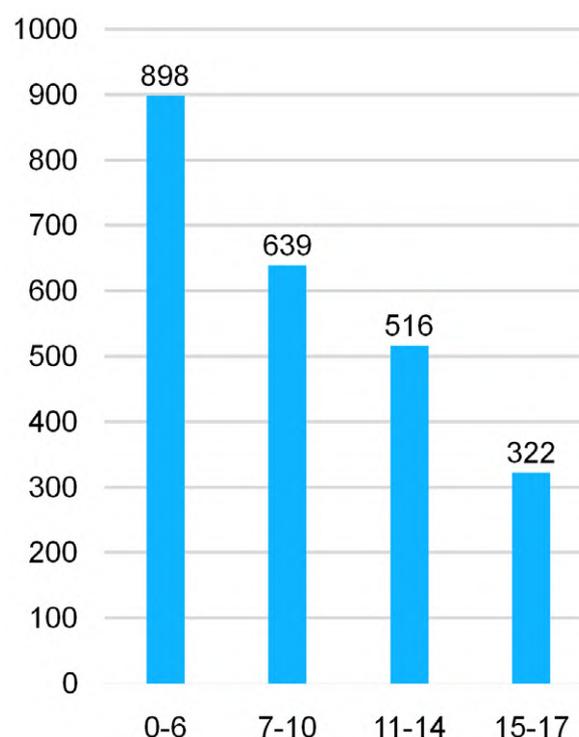
On average, there are three to five people in the household, with maximum of 16 people. According to official statistics of the Republic of Uzbekistan for 2018, 62 per cent of households have five or more members, 20 per cent have four members and 10 per cent have three members.

**Figure 15.** Number of children left behind in the study



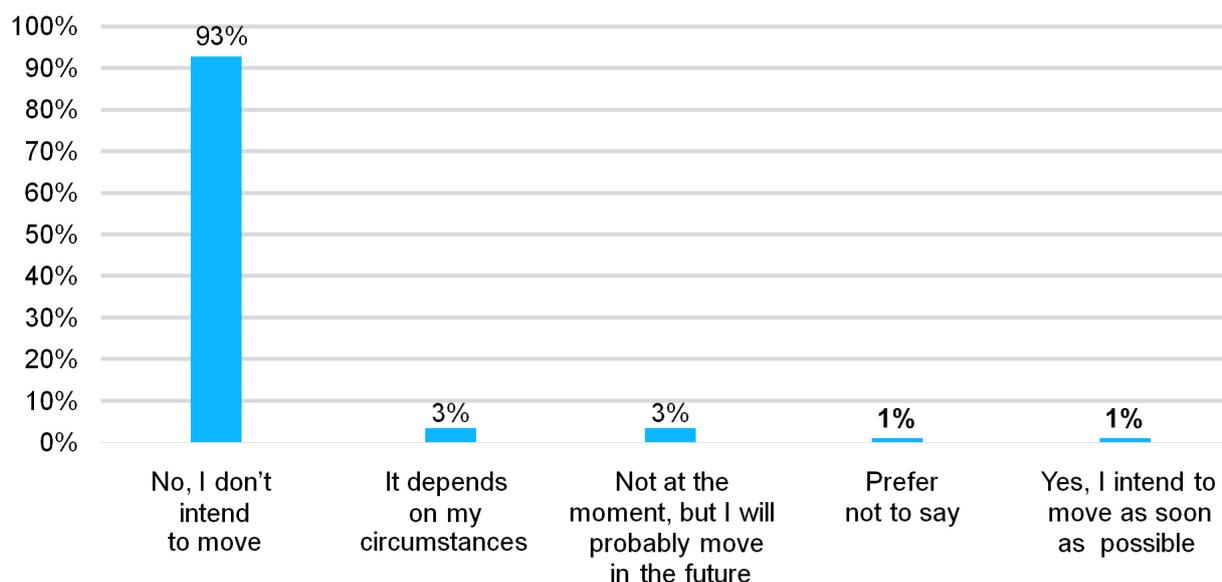
**Source:** Caregivers (N valid cases = 1016)

**Figure 16.** Age distribution of all children in the households (N)

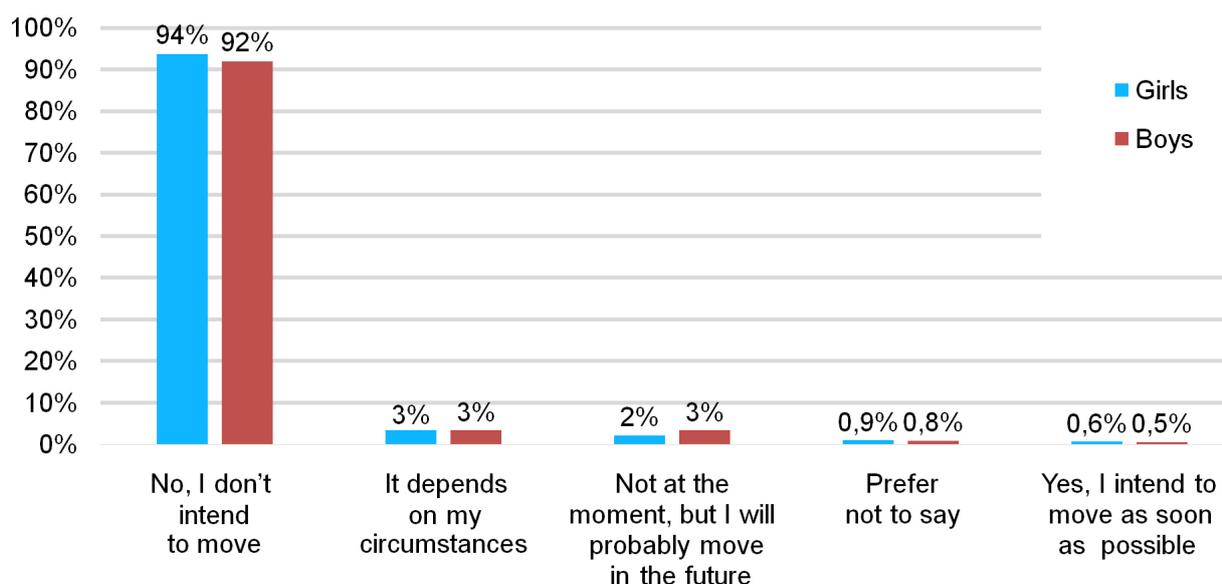


**Source:** Caregivers (N valid cases = 1016, total number of studied children 2375)

There is a larger share of younger children in migrant households.

**Figures 17 a) & b).** Do children left behind plan to leave Uzbekistan?

**Source:** Caregivers (N valid cases = 1016, total number of studied children 2375).

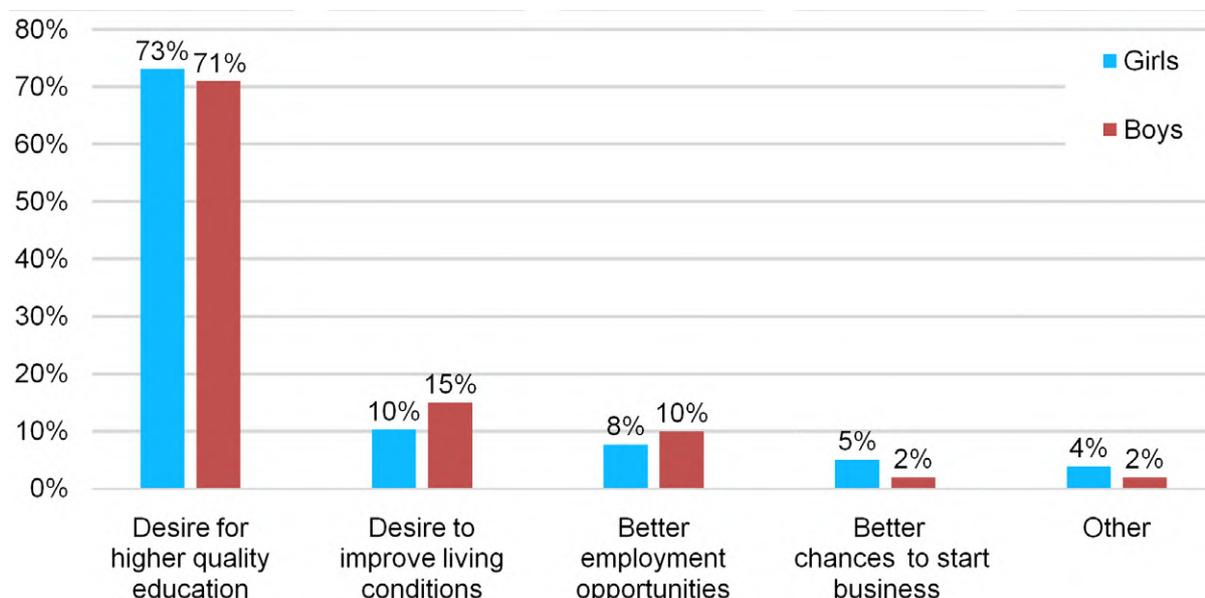


**Source:** Children (N valid cases = 702)

Only four per cent of children left behind have been abroad and visited their parents in the countries of destination and 93 per cent of children mentioned that they would not like to leave Uzbekistan (now or in the future) with almost equal distribution by gender of children.

21 per cent of children reported their wish to leave their place of residence, i.e. move to another region or city within the Uzbekistan. The main reason for leaving the place of residence is a desire for higher quality education and better opportunities.

**Figure 18.** Main reasons children left behind would like to leave their place of residence within Uzbekistan in the future



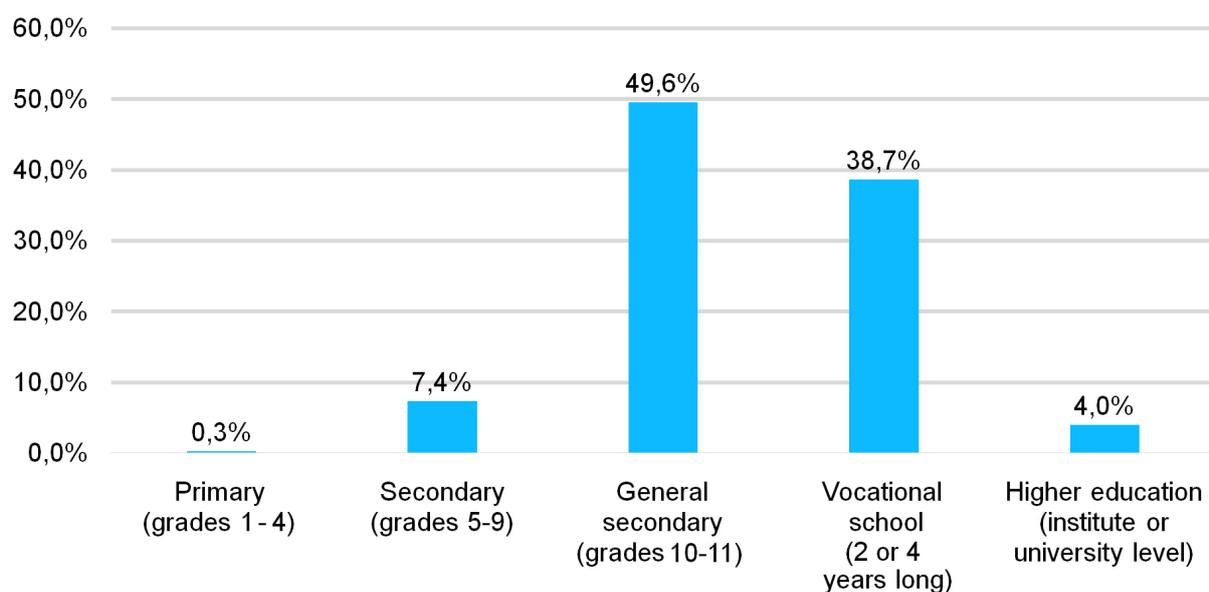
**Source:** Children (N valid cases = 150. Those who want to leave their place of residence within Uzbekistan)

Many children expressed their interest in improving their Russian in order to be able to work and study in Russia in the future. This can be reflected by the acknowledgement that quality education costs money.

*“I want to learn Russian, so I can go to Russia to study and work there with my parents. We need to buy a house and save enough for my education.”*  
(FGD with children)

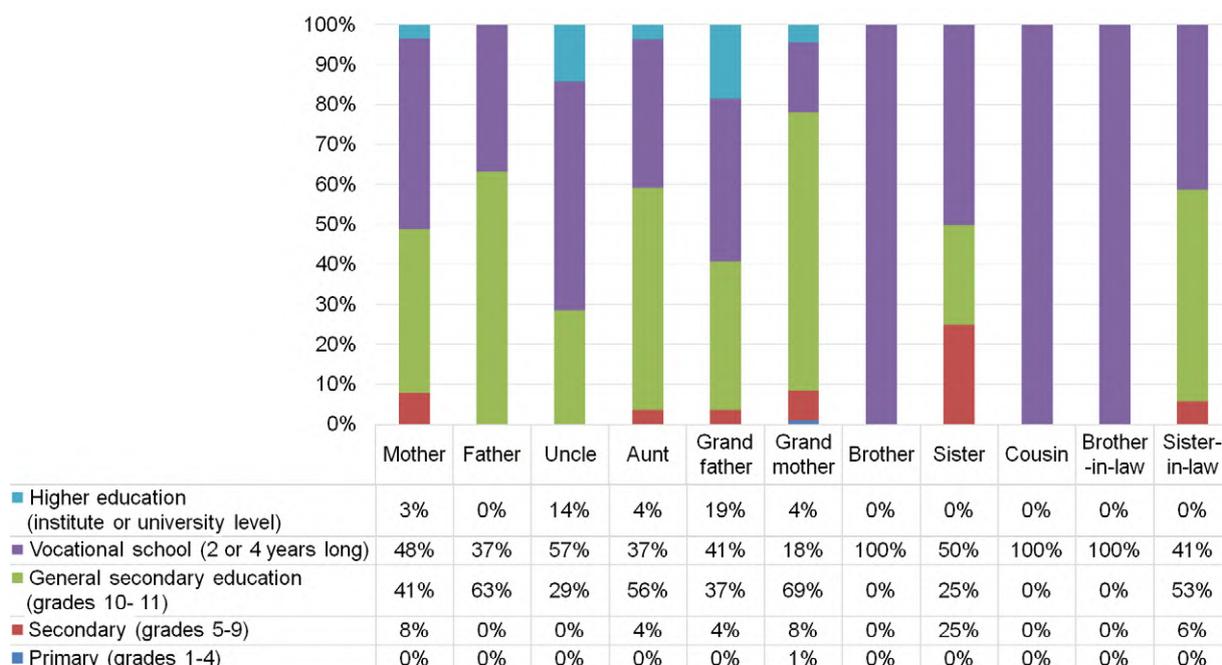
**When fathers migrate, mothers are usually the primary caregivers of children. In other cases (when mother or both parents are away), these are usually grandmothers. When both parents are away, mainly grandmothers take care of the children.** Out of all caregivers, 61 per cent were represented as mothers and 29 per cent were grandmothers. However, in some cases children were in the care of their aunts, uncles or older siblings.

- The mean age of caregivers is 42 with the maximum being 76 years; only five per cent of caregivers are older than 65 years and less than five per cent were younger than 25 (minimum age is 19). In urban areas, caregivers are slightly older than those residing in rural areas (mean age 43.82 vs. 41.59, sig. = 0.031). About 92 per cent of respondents were Uzbeks, 6.8 per cent – Tajiks, 0.7 per cent – Kyrgyz.
- Most caregivers have general secondary education (50 per cent) or finished technical school (39 per cent); only four per cent received a higher education, while 7.5 per cent have incomplete secondary education (5-9 grades of schooling).

**Figure 19. Educational level of caregivers**

**Source:** Quantitative survey. Caregivers (N valid cases = 1016)

Mothers mostly have general secondary education (chisq. = 124.32, df = 36,  $p < 0.001$ , Cramer's V = 0.175). Primary level of education is observed only among grandmothers. This is in line with the overall tendencies of educational attainment among the Uzbek population<sup>48</sup>.

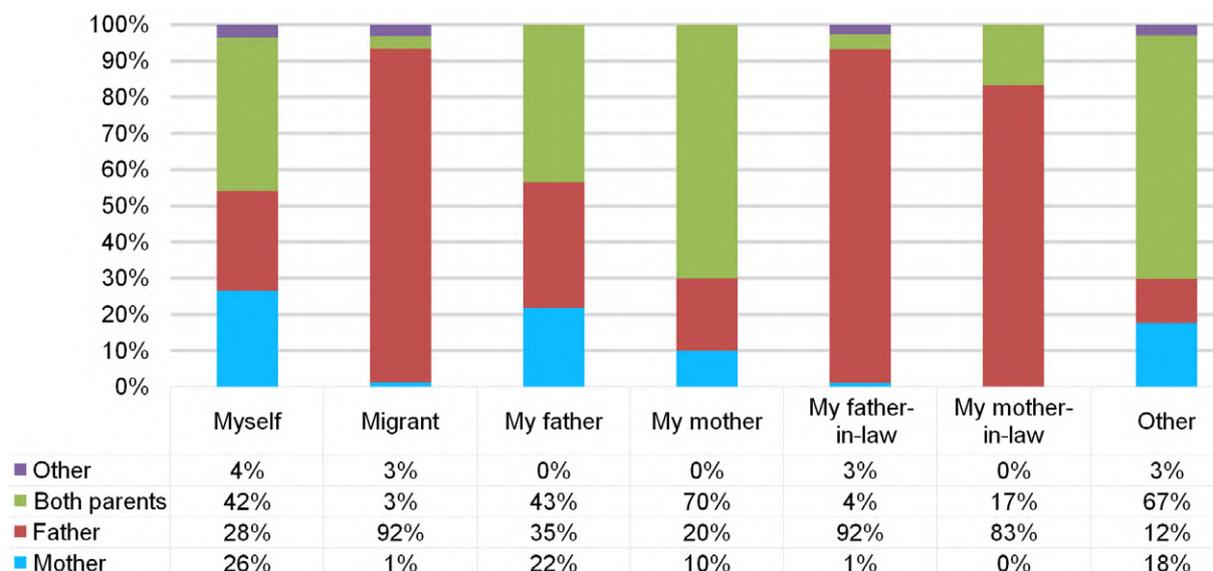
**Figure 20. Educational level of caregivers, by types of caregivers**

**Source:** Quantitative survey. Caregivers (N valid cases = 1016)

<sup>48</sup> The report "The skills road: skills for employability in Uzbekistan" (2014).

**In most of the migrant households with children, the heads of the households are men (84 per cent).** Female headed households were not generally common, so migrant families were integrated into the household of their husbands' relatives. Here it should be noted, that in most cases of female headed households, the migrant was the father and from one to five children were left behind.

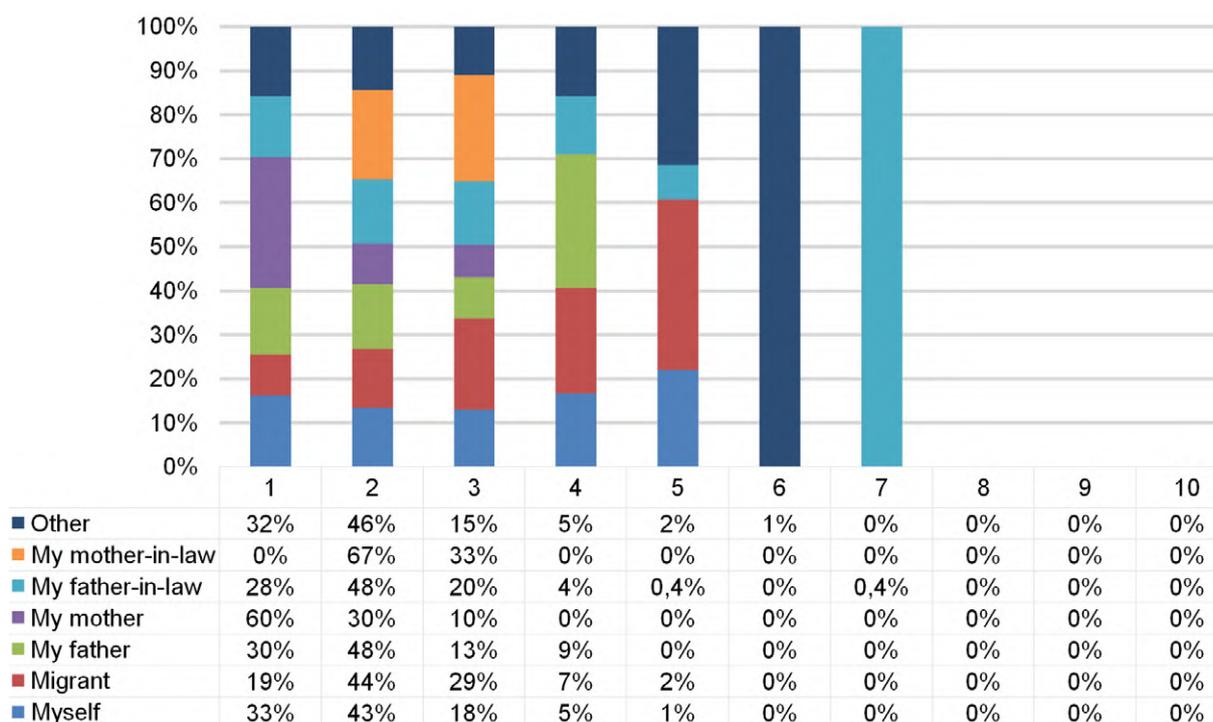
**Figure 21. Household heads vs. migrant member of the family**



**Source:** Quantitative survey. Caregivers (N valid cases = 1016)

The maximum number of children left behind in all interviewed households was 7.

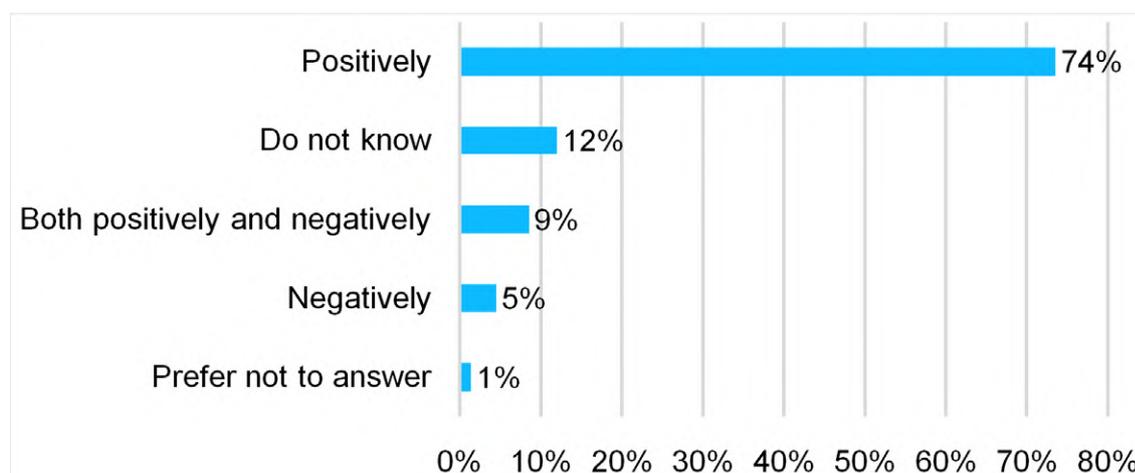
**Figure 22. Number of children left behind vs. head of the household**



**Source:** Quantitative survey. Caregivers (N valid cases = 1016)

Most caregivers believe that the positive impacts of migration greatly outweigh the negative ones.

**Figure 23.** Impact of labour migration on families in Uzbekistan



**Source:** Quantitative survey. Caregivers (N valid cases = 1016)

According to the qualitative data, the key benefits of migration mainly include presents sent by migrant parents, improved living conditions, more opportunities for education and life as a whole because of financial transfers. The following excerpts were stated by the study participants. The effects of migration are summarized in the tables below.

**Table 1.** Positive effects of migration reported by children, caregivers and service providers

CHILDREN	CAREGIVERS	SERVICE PROVIDERS
Money for: <ul style="list-style-type: none"> <li>• clothes, gadgets, education;</li> <li>• school supplies &amp; sports activities;</li> <li>• food &amp; other basic necessities;</li> <li>• family farm &amp; livestock.</li> </ul>	Money for: <ul style="list-style-type: none"> <li>• buying a house and a family car;</li> <li>• upbringing and education;</li> <li>• weddings and other events;</li> <li>• repayments of previous debts;</li> <li>• medical treatment of family members;</li> <li>• major home repairs.</li> </ul>	Money for: <ul style="list-style-type: none"> <li>• education of children;</li> <li>• construction of houses;</li> <li>• family events (marriage, dowry);</li> <li>• family business.</li> </ul>

*“R9: Positive [impact] is that we live well, and our household is well established. We will have a new car and house: Maybe it will not be the case for all, but almost all who leave for earnings.*

*R4: There will be funds to enter the university. No need to be afraid that you will not get the educational grant and you will be able to pay the contract fees.*

*R2: More money – more opportunities.”*

*(FGD with female children, Fergana region, urban area)*

**Table 2. Negative effects of migration reported by children, caregivers and service providers**

CHILDREN	CAREGIVERS	SERVICE PROVIDERS
<ul style="list-style-type: none"> <li>• Long term absence of one or both parents leads to significant isolation, longing and sadness</li> <li>• Increased workload around the house (cooking, cleaning, babysitting, etc.)</li> <li>• Some children are bullied without their parents</li> <li>• Some children wish to study and work outside their community</li> <li>• Teenagers believe they can take on bad behaviour such as drinking and smoking without parents</li> </ul>	<ul style="list-style-type: none"> <li>• Increased vulnerabilities of families and women</li> <li>• Children experience psycho-social problems in the community</li> <li>• Increased expectations from children to do the work on family farms</li> <li>• Families are at risk of breaking up because of prolonged migration</li> <li>• Children may experience loneliness and stress</li> </ul>	<ul style="list-style-type: none"> <li>• Limited support mechanisms for returning migrants</li> <li>• Risks of contracting viruses and STDs</li> <li>• Shortage of skilled labour force</li> <li>• Illegal migration poses health risks</li> <li>• Risks of religious radicalizations among migrants</li> <li>• Families experience higher levels of stress when parents leave for a long time</li> </ul>

In general, the educational level of migrants and caregivers does not exceed secondary general or specialized education which does not allow to get high-paid jobs in Uzbekistan and forces to leave the country for higher payment in the same position. In this respect, children perceive migration positively only from economic point of view, while from the point of view of future education, growing, emotional well-being, living standards etc, children understand that the higher the education they have, the better living standard they can have in the future without the need to migrate from Uzbekistan.

Most children indicated that they are interested in pursuing further education to become professionals in different fields, as opposed to going to other countries as labour migrants.

Most children thought that education plays an important role in becoming economically self-sufficient, staying within the country and most importantly, remaining with their families.

These findings above were confirmed in the quantitative and qualitative parts of the study, where children reported they would like to have a higher education that will allow them to get higher-paid jobs in Uzbekistan.

### *Childcare arrangements*

When fathers migrate, mothers are usually the primary caregivers of children. In some cases when both parents or a single mother are away, grandmothers are usually the ones taking care of children left behind.

Birth registration is an important step towards ensuring that children have legal rights, protection and access to basic services such as health, social welfare and education. Registration of children at birth is the first step in ensuring their recognition before the law, protecting their rights and ensuring that any violation of these rights do not go unnoticed<sup>49</sup>. In our study **all children except for one child of five years old had birth certificates.**

In 25 per cent of cases both parents were currently working abroad, meaning that children were under the care of an extended family member. **Within the local cultural norms however it is customary for relatives to take care of children left without parents, without formalizing the care arrangements.** The main reasons for not formalizing the relationships between children and the caregiver stemmed from the lack of awareness of the importance of such arrangements as well as the consequences following a lack of formalized care; poor understanding

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49 [https://www.unicef.org/publications/files/Birth\\_Registration\\_11\\_Dec\\_13.pdf](https://www.unicef.org/publications/files/Birth_Registration_11_Dec_13.pdf)

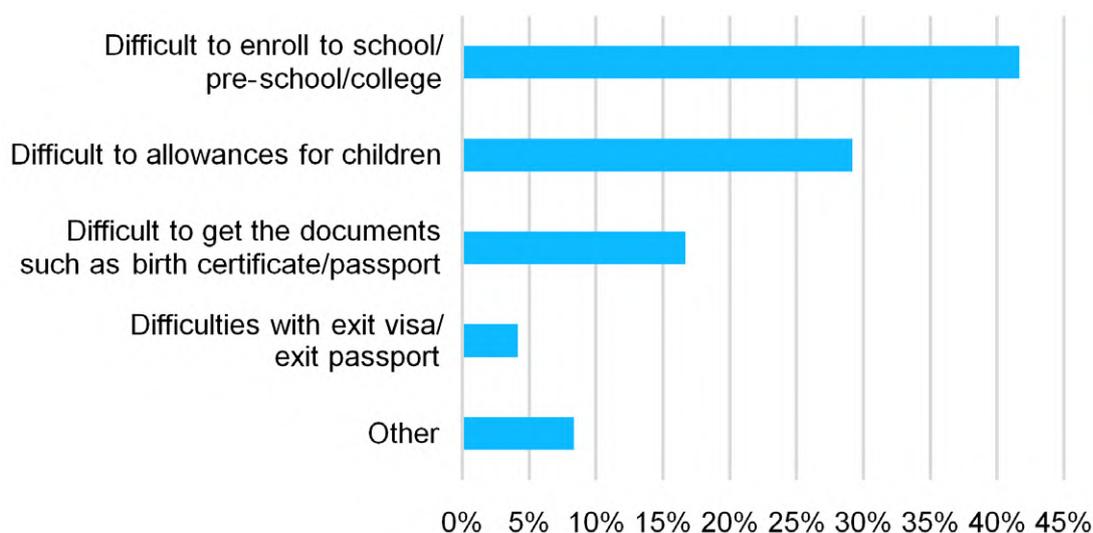
of the process for formalizing the guardianship; the lengthy and complicated registration process; and the occurrence of corruption.

*“When both parents leave, they just leave the children without registering guardianship... To register guardianship, the parent must be present and give their notarized consent. Grandmothers do not register guardianship and state they are old and have no time. ... Now, according to the law, we can impose fines for being unable to raise and address the needs of children. ... There is a need to change the law for migrating parents with children and have them report to the mahalla. They are the ones who should know who takes care of children. That's where the guardianship is needed.” (FGD with service providers, urban area, Fergana region)*

Furthermore, the survey demonstrates that **about three per cent of caregivers think that children can be placed into childcare institutions until parents return.** This mostly concerns children with disabilities or chronic deceases. There is some evidence indicating that there is a growing number of cases of children left behind being placed into institutional care; however, this study did not cover such children and further research is necessary to understand the scope of the issue and the specific challenges these children face.

Even though informal care by extended family members is a widely accepted practice and does not cause significant barriers when accessing services locally (all the service providers are aware of such arrangements), **there were several cases (24) observed** when caregivers faced difficulties with children left behind in the registration of exit visas and exit passports for children that requires an official permit signed by a single parent or both parents.

**Figure 24.** Legal issues with children of migrants



The issues with enrollment to preschool are caused by either overload of kindergartens or the unavailability of such facilities in the area of residence.

**Table 3.** Legal issues with children of migrants vs. caregiver

	Mother	Father	Uncle	Aunt	Grand father	Grand mother	Brother	Sister	Cousin	Son-in-law	Daughter-in-law
Difficult to enroll to school/ pre-school/college	3	0	0	0	2	5	0	0	0	0	0
Difficult to receive medical services	0	0	0	0	0	0	0	0	0	0	0
Difficult to register as a caregiver	0	0	0	0	0	0	0	0	0	0	0
Difficult to get the documents such as birth certificate/ passport	1	0	0	1	0	2	0	0	0	0	0
Difficulties with exit visa/ exit passport	0	0	0	1	0	0	0	0	0	0	0
Difficulties to receive entry visas	0	0	0	0	0	0	0	0	0	0	0
Difficult to receive allowances for children	1	0	0	1	0	5	0	0	0	0	0
Other	0	0	0	0	0	2	0	0	0	0	0

**Source:** Quantitative survey. Caregivers (N valid cases = 24)

Summarizing the above, when both parents migrate, children are taken care of by relatives without any formalization. The study showed that lack of care formalization does not result in major legal issues for children left behind.

## 4.2. Living conditions of children left behind

This section presents overview of the remittances proportion in household budgets, the main sources of income and the types of expenditure in migrant households, as well as changes in income level over the last two years. By means of multivariate regression analysis and chi square tables of associations, we also explored the relationship between certain household characteristics certain aspects of well-being of children left behind. (See Annex 17 for more details)

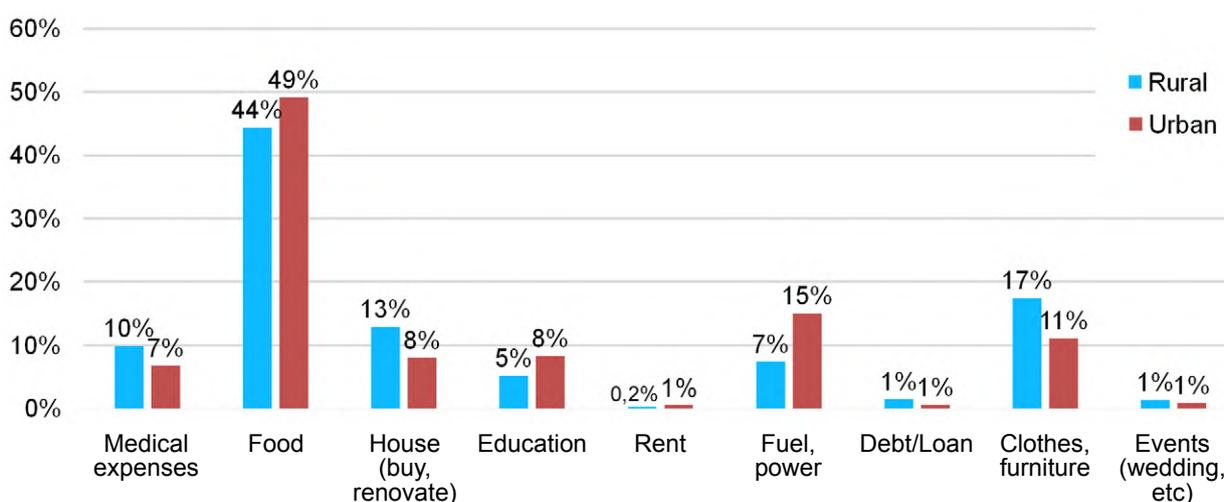
### Living conditions in migrant households

As demonstrated in the literature review, **families of migrant workers tend to live in poor conditions and heavily rely on migrant family members' financial support.** These trends are supported by the results of the survey. Only 19 per

cent of households have central heating, 49.4 per cent have autonomous heating (with coal or wood), 10 per cent have a heater, 23 per cent have electric heating. 45 per cent of households have access to running water, 15 per cent have a private well, 7.5 per cent use a public well and 29 per cent use a tanker truck or other sources of water.

The main lines of expenditure of migrant households are food, clothing and fuel. There are no significant differences in expenditure in rural and urban areas; however, urban residents tend to spend slightly more money on food and fuel; while rural residents spend on clothing.

**Figure 25.** Main items of expenditure, by type of the area (per cent)



**Source:** Quantitative survey. Caregivers (N valid cases = 1016)

Furthermore, the survey data demonstrates that most caregivers (92 per cent) say they cannot always afford necessary study materials for children. Around 93 per cent of households stated that they do not have enough money to buy clothes for their children for different seasons. Chi-squared modelling of the caregivers' survey data helped to find the following statistically significant associations:

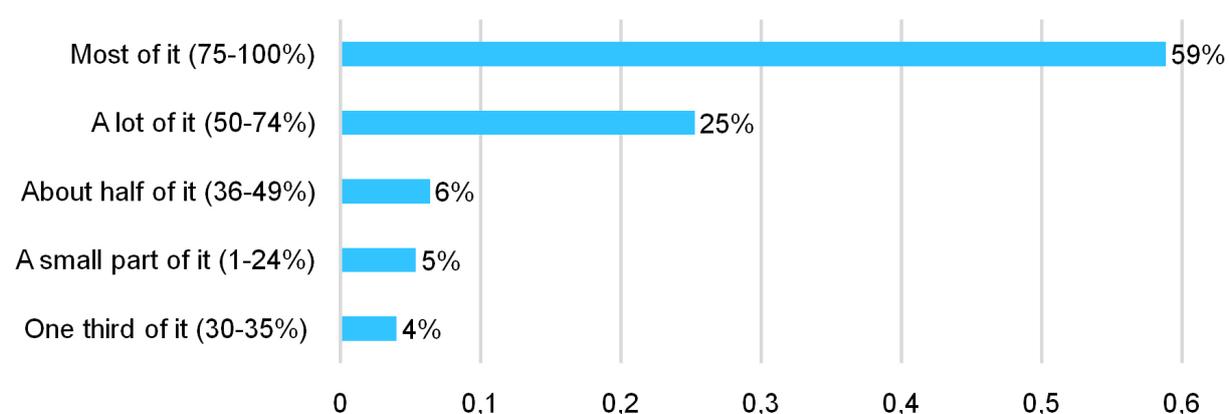
- **When migrant parents were mother and father, more households than expected couldn't always afford clothes for child/children.** When the migrant parent was a father, fewer households than expected couldn't always afford clothes for child/children. The association between migrant parent and affordability of clothes was weak;
- **When the migrant parent was a mother, more households than expected couldn't always afford medicine for child/children;**
- **Migrant households with larger numbers of dependent children have more difficulties in affording school materials;**

- When children in the household were older, more households than expected experienced difficulties affording school materials. (*Please refer to the chi-square tables of associations in the Annex 17*)

### Main sources of income

The extra source of income was considered the largest advantage as it helps pay for health and education, better nutrition, and better housing. The survey data demonstrates that most of the households largely depend on remittances.

**Figure 26.** Share of remittances in household budget, assessed by caregiver



**Source:** Caregivers (N valid cases = 1016)

Experts report that migrant parents send remittances monthly to their children and family. Remittances from migrant family members account for 65–80 per cent of their total income per month. Aside from money, parents also send clothes, mobile telephones, and household equipment. The cash balance that migrant parents save is brought with them when they return.

Many families do not have other sources of stable income. Only 16.5 per cent (or 168) of caregivers are currently working and 38 per cent (or 64) of them have additional source of income. Still, 43 per cent have an additional source of income: 19 per cent have a pension or social benefits, 22 per cent sell homegrown products, 2.4 per cent earn money from sewing, 3 per cent have extra sources of income. Here it should be noted, that about half of caregivers reported they were unemployed and had no additional sources of income.

Caregivers report that their income mostly increased in the last 2 years - either significantly (30.5 per cent) or slightly (38.3 per cent). Roughly around 24 per cent of caregivers say it remained the same over the last couple years. Only 7.5 per cent of caregivers said that the income had decreased for the same period of time.

### 4.3. Health and nutrition of children left behind

The chapter describes health related determinants such as nutrition of children such as underweight, unhealthy habits, vaccination, chronic illness and disabilities, access to healthcare, child’s diet and food consumption.

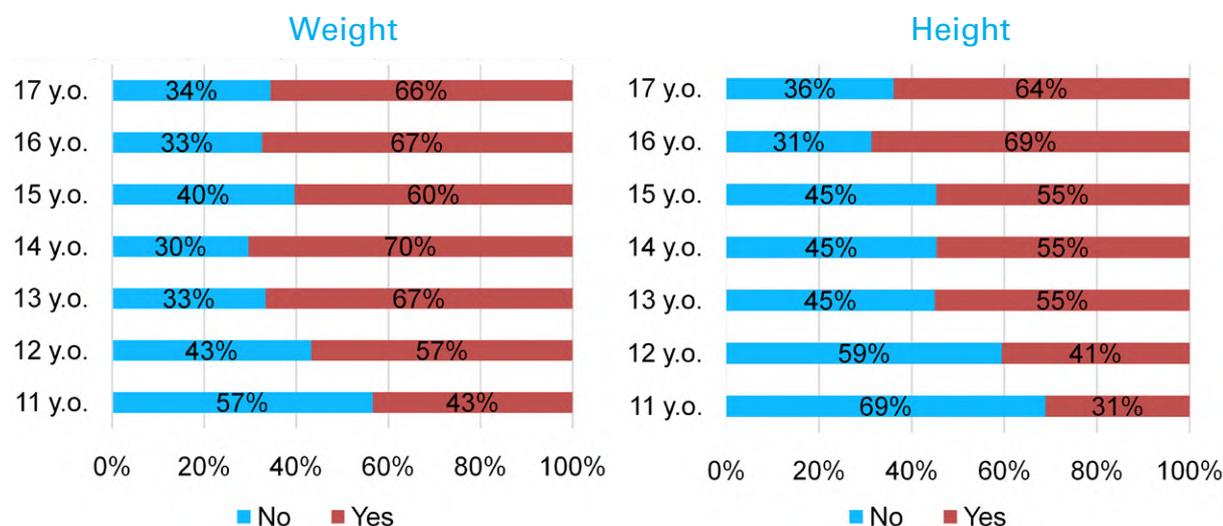
#### Nutrition

The nutritional status of children reflects their general health. If children can consume a sufficient amount of quality food products, they are not susceptible to constant diseases. If they receive good care, children are likely to experience full development.

According to the Uzbekistan nutrition survey report by UNICEF in 2019, Uzbekistan still experiences a malnutrition burden among its under-five population. Among the common issues, child stunting is about nine per cent, wasting is two per cent and child underweight of three per cent. This is generally considered as low. Although the issue of child overweight (5 per cent) is not considered to be of great public health relevance, the situation should be monitored further to identify trends <sup>50</sup>.

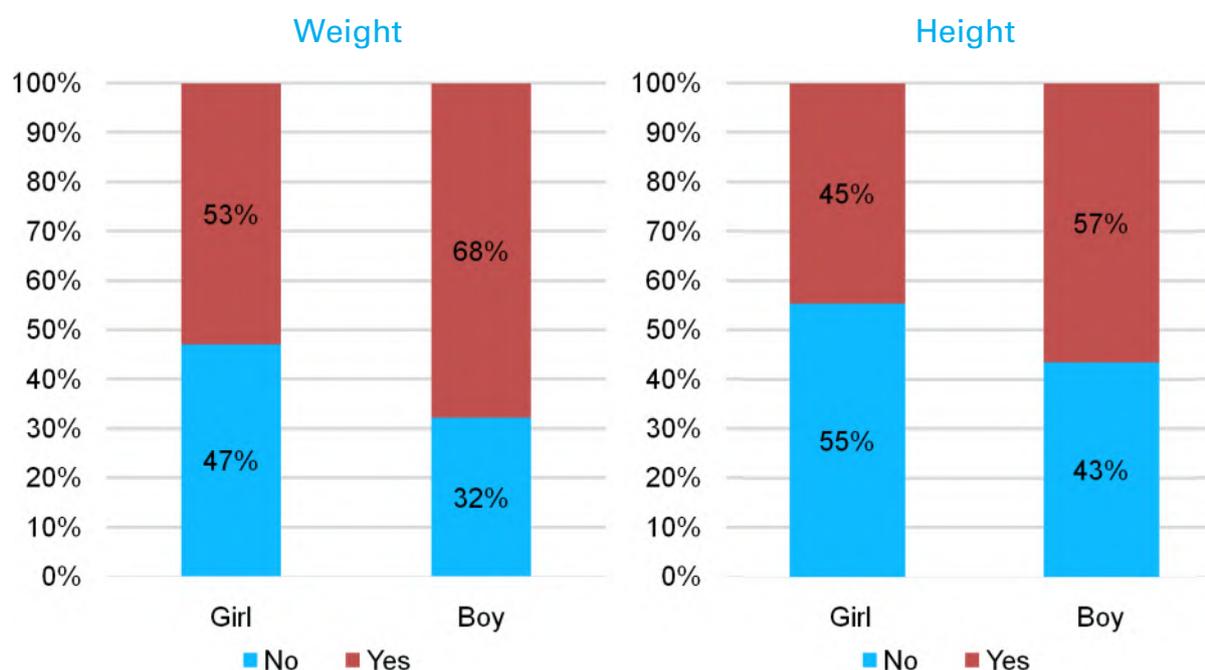
The results of the survey showed that 39 per cent of the interviewed children do not know their weight and 49 per cent do not know their height. Unawareness of weight and height is more common among children aged 11 and below as older children are more aware of their height and weight.

**Figures 27.** Awareness of weight and height by children left behind by age



50 Uzbekistan Nutrition Survey Report, Tashkent, 2019, UNICEF. Retrieved from: <https://www.unicef.org/uzbekistan/media/2066/file/UNSperscent20-percent20Fullpercent20Report.pdf>

by gender

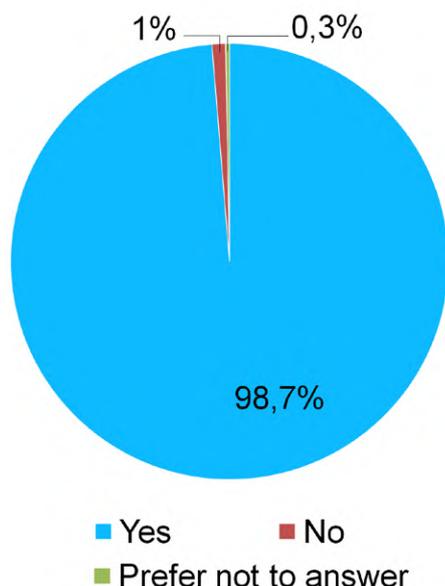


**Source:** Quantitative survey. Children (N valid = 702).

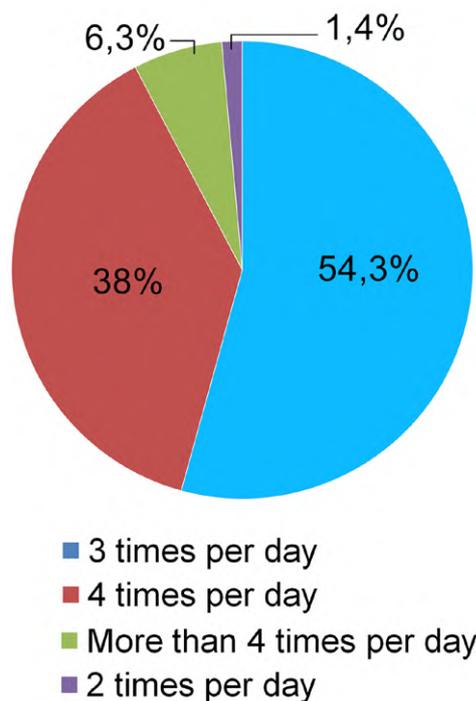
The study demonstrates that **children in migrant households do not generally experience problems with their nutrition**. More specifically, 98 per cent say that get enough food at home and many children eats three times a day, about 6 per cent of children eat more than three times a day, less than 2 per cent of children state they eat twice a day. In contrast, about 3 per cent of families report systemic food shortages and such households are those that rely exclusively on remittances. The major cause for food shortages can be related to the frequency and regularity of financial transfers by family members who have migrated for work.

**The study did not reveal any major health related issues among children, except for seasonal sickness.**

**Figure 28.** Children left behind staying full after eating at home



**Figure 29.** Frequency of eating per day by children left behind

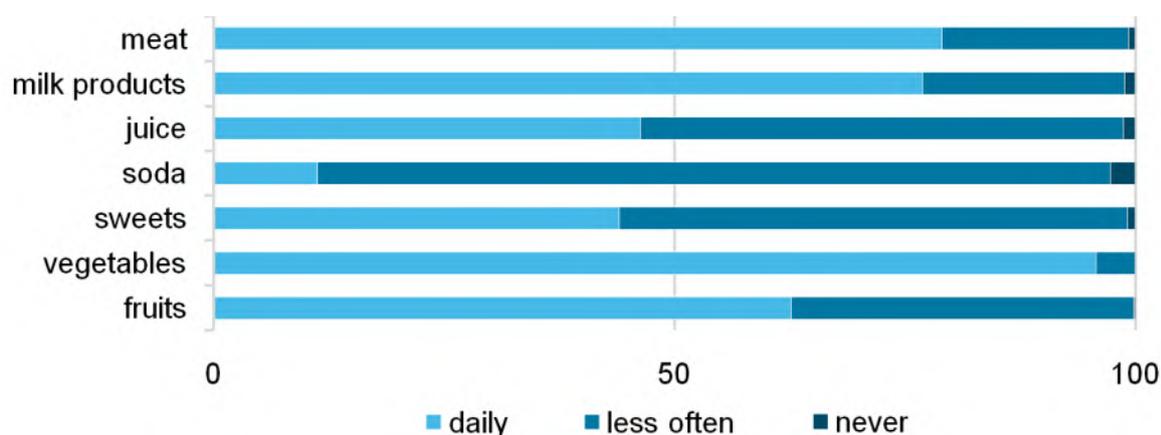


**Source:** Quantitative survey.  
Children (N valid = 702)

When children report that they eat three to four times a day, it is not always a hot meal but rather a light snack. Children spend part of the day at school where their meals are provided. 97 per cent of children eat breakfast before school; 88 per cent receive money to eat at school; and 23 per cent take food from home. Children coming from low income families, who do not have enough money to afford paid school lunches, receive support from schools, who are supplied with locally grown food by farmers.

**On average, children’s diets can be considered balanced** (see Figure below). Frequency of consumption of different products is not related to the underweight of children. Consumption of different food groups in the study’s sample population seems to be in line with the overall dietary needs of the Uzbek population, as reported in the Global nutrition report.

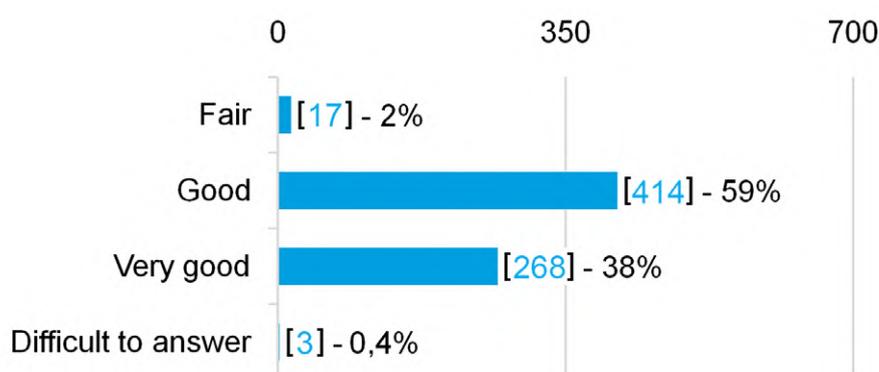
The daily diet of children includes fruits, vegetables, meat and dairy products. Also, children consume sweets, juice and soft drinks in their diet, although not that often. Non-consumption of certain products by children is related to personal dislikes and preferences in food or medical recommendations, like lactose intolerance. There are no differences in nutrition of children depending on their gender or age, or whether they are looked after by a parent or grandparents.

**Figure 30.** Structure of children's diet (per cent)

**Source:** Quantitative survey. Children (N valid = 702)

### Perceived health and health practices

Most children describe their health as good (59 per cent) or very good (38 per cent). Less than 3 per cent of children say their health is not very good (Figure below). There were no differences observed in self-reported health when it comes to the gender, age or area of residence of children; it neither depended on whether children were in the care of one parent nor with extended family members.

**Figure 31.** Children's self-rated health (N – per cent)

**Source:** Quantitative survey. Children (N valid = 702)

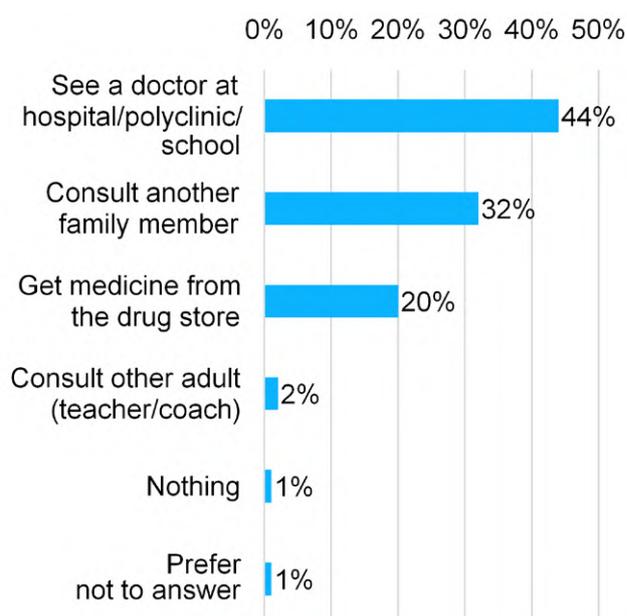
**However, in cases when children reported to have more household chores as a result of parent migration, more of them report "fair" health, and less children reported "good" health (chisq. = 9.87, df = 2, p < 0.01, Cramer's V = 0.12).**

The study showed no statistically significant associations between the migration of parents and worsening of health of children left behind. Out of 174 children who reported being ill in the past 3 months, only 76 (44 per cent) went to the hospital or a clinic to consult the doctor (57 per cent of these children were boys).

Also, in 64 per cent of cases these children had a father absent due to migration. None of the children reported major health issues within the last 3 months or went to alternative or non-traditional healers (tabibs). The main reasons for seasonal sickness include conditions such as flu, tonsillitis and common cold. A few children reported having cardio-surgeries as well as hernia and one child reported having epilepsy. In general, health practices do not differ by age, gender of children and or the migration status of parents.

**Figure 32.** Health practices of children left behind

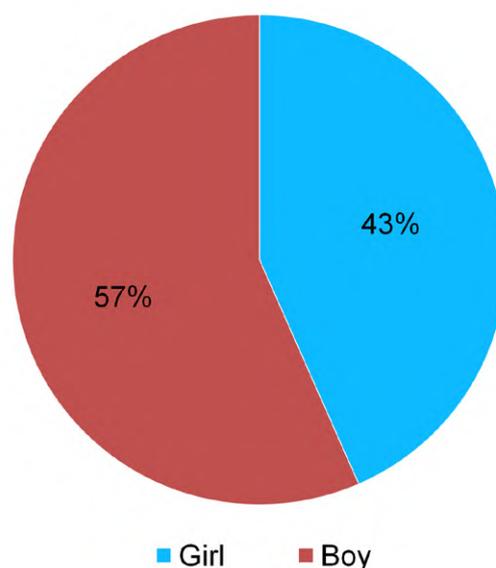
*What do migrants' children do when they get ill?*



**Source:** Children (N valid = 174)

**Figure 33.** Visits to doctors of children left behind with breakdown by gender

*Children left behind who see a doctor when they get ill*



**Source:** Children (N valid = 76)

The study showed no association between the migration of parents and worsening of health of children left behind.

### Access to healthcare

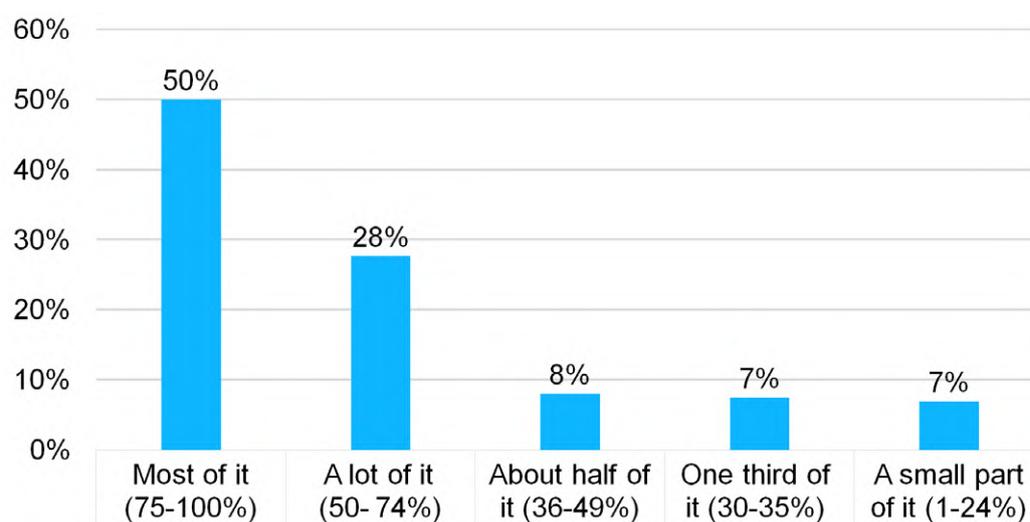
Generally, the health of residents in each locality is supervised by a network of local institutions: the mahalla committee, the Department of Internal Affairs, the Polyclinic and the school. The first thing the institutions do is register those leaving for work abroad. The Department of Internal Affairs compiles a database of migrants; these data on departure are then entered into the family and territorial passport of the medical institution, where contact details of the family members are also recorded. The patronage nurse and doctor supervising this territory are informed about the situation.

Only 1 per cent (or 8 out of 702) of children admitted that they didn't get medical care when it was needed. The reasons were all different, with no pattern behind them (one child didn't know where to go, one child didn't want to bother others etc.)

On average, households spend around 8 per cent of their total expenditures on healthcare which amounts to 151871 UZS (SD = 205119) per month.

The caregivers spending the greatest part of their income on health care have a 50 per cent share of remittances of their total household income. The higher share of remittances (i.e. more than 50 per cent) of total income of the household also allowed some households to spend more on health.

**Figure 34.** Expenses on medical services (by share of remittances)



**Source:** Caregivers (N valid = 188)

However, some migrant households report they do not have enough money to buy necessary medication (this is especially true when the mother is the one who has migrated). Expert interviews suggest that the high cost of many drugs puts them out of reach. Part of the child's treatment is paid for by the state; in particular, dentistry is free until 18 years of age. But any other treatment, even for a disease that is not particularly serious, requires large expenses for medicines. The difference in the cost of medicines and earnings was highlighted by residents of rural areas on low incomes who may not be able to afford the purchase of medicines.

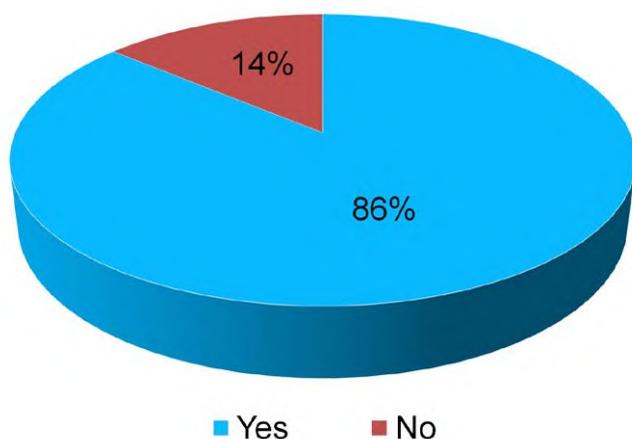
About three per cent of caregivers reported problems with access to medical care. Expert interviews data also suggest that the problems with health access are not associated with the parental migration, but with the availability of quality health services in different parts of the country and for different socio-economic groups.

Not every village has a clinic with a medical assistant and a nurse. Because of this, the inhabitants of some villages have limited access to medical care and must travel to the nearest village if a child is sick. Ambulance arrival may be delayed to such places when urgent care is required.

## Vaccination

Vaccination is an important tool to control and eliminate life-threatening infectious diseases. It helps prevent two to three million deaths per year<sup>51</sup>. Universal vaccination of children under the age of one year against the main preventable diseases is one of the most cost-effective programs to reduce child morbidity and mortality. In its Recommendations on Routine Immunization Procedures for Children, the World Health Organization (WHO) recommends that all children be vaccinated against tuberculosis, diphtheria, tetanus, pertussis, poliomyelitis, measles, hepatitis B, Haemophilus influenza type b, pneumococcal bacteria / diseases, rotaviruses and rubella.

**Figure 35.** Vaccination of children aged 0-1 in HH within the last 12 months



Answers of 1016 caregivers for 181 children

According to the official calendar of vaccination in Uzbekistan, children should be vaccinated at the age from 0 to 16 years old. At the age of 16 children get their last vaccination. A quite alarming issue revealed by the study is the low level of vaccination among children left behind. **Around 14 per cent of babies in the study below the age of 1 were not vaccinated within the last 12 months.** This can be related to the lack of knowledge by caregivers about the mandatory vaccines or the lack of access to

immunization centers as well as the high cost of vaccines not covered by State funding. However, further research is necessary to understand the scope of the situation and whether this is pertinent to groups of children, such as children affected by migration.

**Several caregivers noted the high cost of some vaccines,** namely for Hepatitis A, which is not part of official vaccination provided at no cost, but which is required for enrolment to kindergarten.

51 World health organization. *Main aspects of immunization*, 23 August 2018. <http://www.who.int/immunization/highlights/2015/en/>.

#### 4.4. Education of children left behind

This chapter presents a detailed description of children's schooling: overall enrollment, achievements, plans, perceived barriers, communication with their peers at the educational institution, participation in extracurricular activities, and the involvement of caregivers in the educational process. The frequencies of absences at school and main reasons for that are analyzed as well.

##### *Access to education*

High-quality education is the basis for inclusive and resilient societies. It lays the foundation for a successful professional career and can serve as a safeguard against unemployment and poverty. It also fosters personal development and lays the grounds for active citizenship (OECD, 2016<sup>52</sup>). In this regard, the level of educational attainment of the population is often considered as a measure of social progress and economic achievement of the country.

While all children left behind attend compulsory education, there are more difficulties in accessing pre-school as reported by migrant households. Access to pre-school and primary education is vital for the subsequent development of the child and for the future successful participation in the society (see e.g., European Commission, 2018). It is well documented by numerous studies that attending a preschool and other early childhood programs significantly contribute to children's cognitive and non-cognitive development at school. Child development at this stage also directly depends on the participation of parents and caregivers in the learning process of the child (Ibid).

According to the World Bank (2018)<sup>53</sup>, **access to education remains an issue in Uzbekistan, particularly at the preschool level**, but the Government's ambitious plans to achieve 100 per cent enrolment for five- to six-year-old children by 2021 is a positive development for strengthening human capital in future generations. Although the preschool enrolment rate has increased in recent years, it remains at approximately 30 per cent, which is considered low by international standards. Starting with the 2021/22 academic year, it will be compulsory for all 6-year-old children to be enrolled in preschool education.

52 OECD (2016), PISA. *Low-Performing Students – Why they fall behind and how to help them succeed*. Available at: [http://www.oecd-ilibrary.org/education/low-performing-students/percentage-of-low-performers-in-mathematics-by-attendance-at-pre-primary-school\\_9789264250246-graph26-en](http://www.oecd-ilibrary.org/education/low-performing-students/percentage-of-low-performers-in-mathematics-by-attendance-at-pre-primary-school_9789264250246-graph26-en). Accessed 7.12.2017

53 <http://documents.worldbank.org/curated/pt/379211551844192053/pdf/Uzbekistan-Education-Sector-Analysis.pdf>

Migrant households covered by this study confirmed that they experience systemic difficulties in accessing pre-school education. The key barriers reported by interviewers and FGD participants included the following:

- Lack of availability of quality pre-school education equally across the country. There is very limited capacity for children in pre-schools and preschool education in rural areas is often not available.
- High cost of private kindergartens. Most of migrant households are low-income families, heavily relying on remittances, who cannot afford private pre-school education. This is especially true for households with a larger number of dependent children, where most is spent on necessities such as food and clothing.

This is also confirmed by the earlier studies on the social and economic impacts of labour migration in Uzbekistan. Rahmatullaevich (2012) showed that 17 per cent of their survey population indicated that remittances allowed them to send their children to better educational facilities, prepare them for university admission tests and send them to additional lessons or preparatory classes<sup>54</sup>. However, this accounts for only a small share of the respondents and shows that 83 per cent of respondents were not able to provide this additional educational support.

- World Bank (2018) reiterates that the direct costs of preschools pose a barrier to enrollment for one in four families in Uzbekistan. To help families address this challenge, full-day and half-day groups have been offered and access has expanded since 2015.
- A parental contribution for public preschool education is basically used to cover the cost of meals.
- Some families cannot afford compulsory vaccination (i.e. Hepatitis A), which is a pre-requisite for enrollment into kindergarten.

No issues with enrollment in compulsory education have been revealed by the study. All children of compulsory school age in our sample have been attending either school or college. According to UNCESCO statistics, Uzbekistan has high enrolment numbers in both primary and secondary education. In 2017, UNESCO reported that 96 per cent attended primary school and 91 per cent attended secondary education<sup>55</sup>.

Quantitative data shows that on average three per cent of the total household's monthly income is spent on children's education. An average monthly expenditure by migrant households on education is 101345 UZS (SD = 189916).

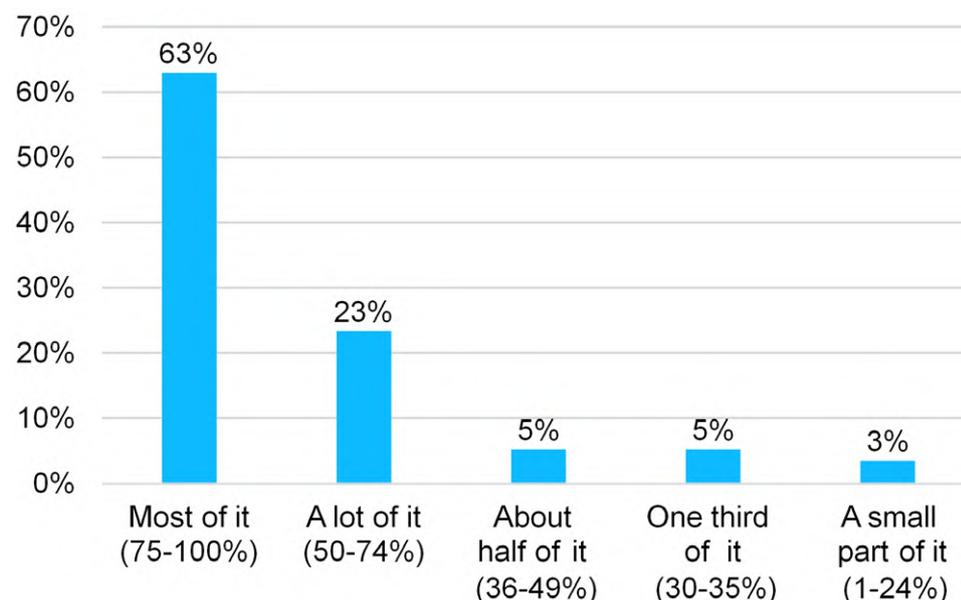
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54 Rahmatullaevich, A. (2012) *Labour Migration from Uzbekistan: Social and Economic Impacts on Local Development* PhD Thesis, University of Trento.

55 <http://uis.unesco.org/country/UZ>

Around 86 per cent of households with a share of remittances of more than 50 per cent spend most of their money on the educational needs of their children.

**Figure 36.** Expenses on education vs. share of remittances



**Source:** Caregivers (N valid = 188)

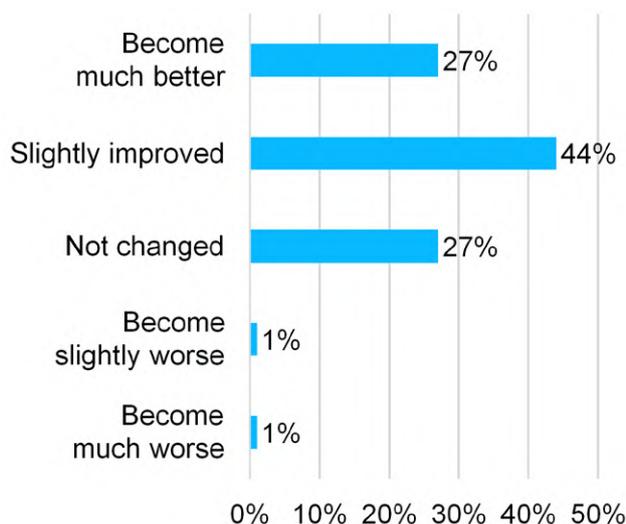
In general, more than half of caregivers report that the educational needs of their children are covered by remittances sent from their migrant relatives.

### *Educational performance of children*

In general, most children (71 per cent) rate their educational performance as improved in the past year. However, there were a few children who reported worsened education performance in the past year. The main reason for worsening of educational performance was stated as illness. All other reasons for missing school did not affect the educational performance of children in the past year. Here it is necessary to note, that children tend to be critical in rating their own academic performance, and no caregiver reported a worsening of academic performance of children. Almost all caregivers (96 per cent) rate performance of their children as being good or excellent while only 4 per cent of caregivers report school performance as neutral.

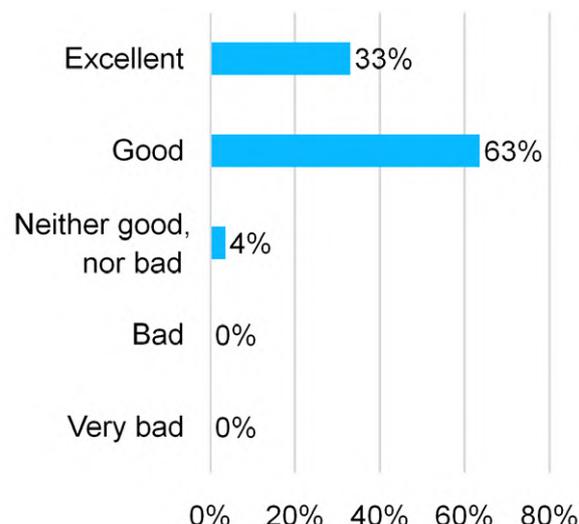
**Figure 37. Educational performance of children left behind for the last year**

*Performance of migrants' children at school/college for the last year*



**Source:** Quantitative survey.  
Children (N valid cases = 702)

*Academic performance of children*

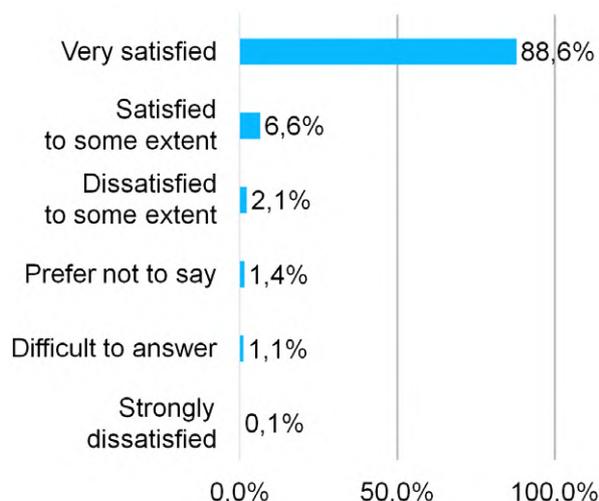


**Source:** Quantitative survey.  
Caregivers (N valid cases = 1016)

In general, the analysis shows no difference in children’s self-reported education performance by age, gender, grades and aspirations of the interviewed children. About 30 per cent of all children report no changes in academic performance, and more than 40 per cent of children report a slight improvement in their studies. Girls assess their academic success higher than boys’ success (chisq = 10.162, df = 4, p = 0.03, Cramer’s V = 0.120). 33 per cent and 23 per cent respectively. Educational performance does not impact on aspirations to continue education since a strong willingness to continue further education is observed.

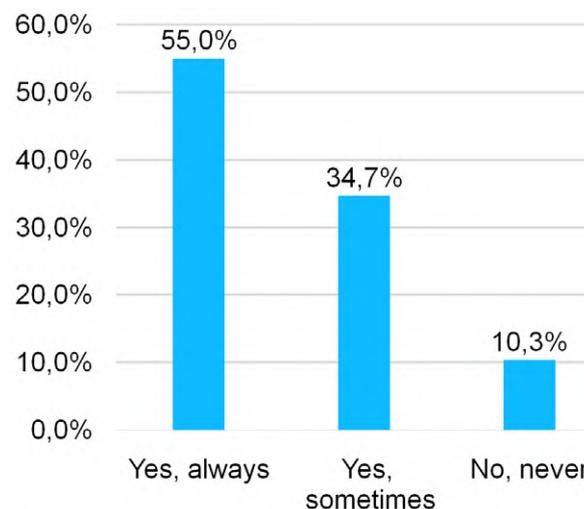
More than half of caregivers always help children with their home tasks, another 34 per cent do it from time to time and 10 per cent of caregivers reported that they do not help children with their home tasks. Most caregivers (more than 90 per cent) communicated with teacher(s) in the last 6 months. 40 per cent communicated each week and 49 per cent each month. Qualitative data confirms these findings: the remaining relatives, brothers, sisters, friends and classmates help children left behind with homework. The majority of children left behind are very satisfied with the education obtained.

**Figure 38. Satisfaction of children left behind with obtained education**



**Source:** Quantitative survey. Children (N valid cases = 702)

**Figure 39. Help of caregiver to children with studies**

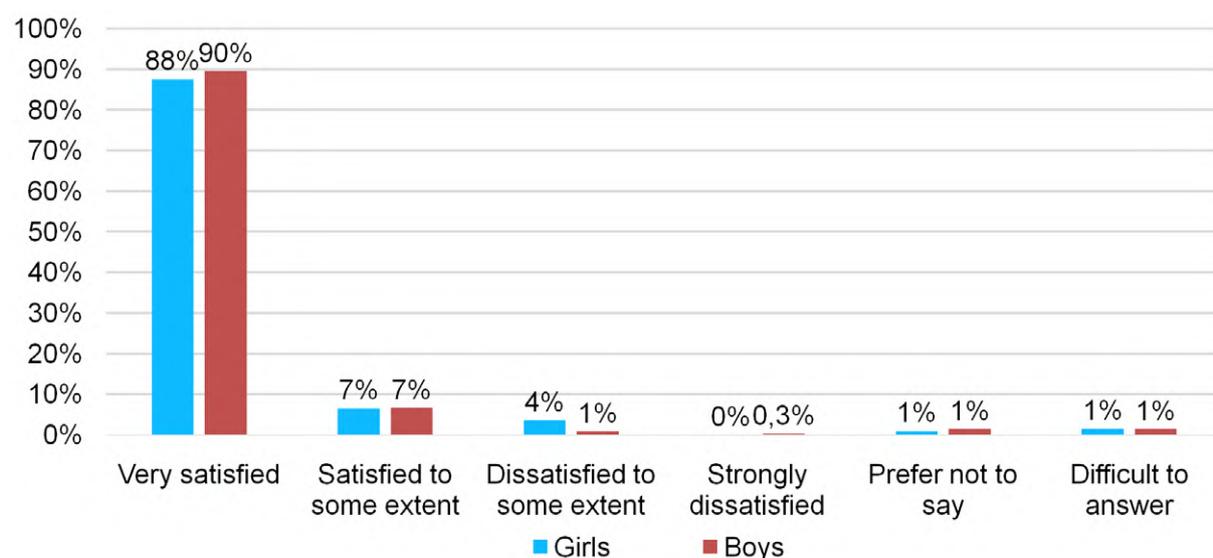


**Source:** Quantitative survey. Caregivers (N valid cases = 1016)

In general, there is no significant difference in the levels of children’s satisfaction with education by age, gender, and grades or by parents’ migration status.

The main reason for dissatisfaction from left-behind children in grades 9-11 is worry that the quality of education they receive may not be sufficient to enter colleges and universities. Some children also mentioned that entering university will result in a financial burden for their family because of high tuition fees.

**Figure 40. Satisfaction of children with education (by gender)**



**Source:** Quantitative survey. Children (N valid cases = 702)

According to qualitative data, the reasons for educational dissatisfaction are poor school equipment, poor teaching and shortage of teachers (FGD with children). There is a lack of activities and social support at schools even when children do have time to study. There is a need to create extracurricular activities. (FGDs with service providers)

*«When a child is bored and no longer interested in learning, his school performance drops a lot.» (FGD children)*

*«Some children admit that they have to take their studies more seriously and do less work about the house only when their parents return.» (FGD with service providers and children)*

In general, the results of the study show that children left behind get support with home tasks and studies when needed and caregivers keep control of educational performance of children through regular communication with teachers.

#### *Absenteeism and dropout*

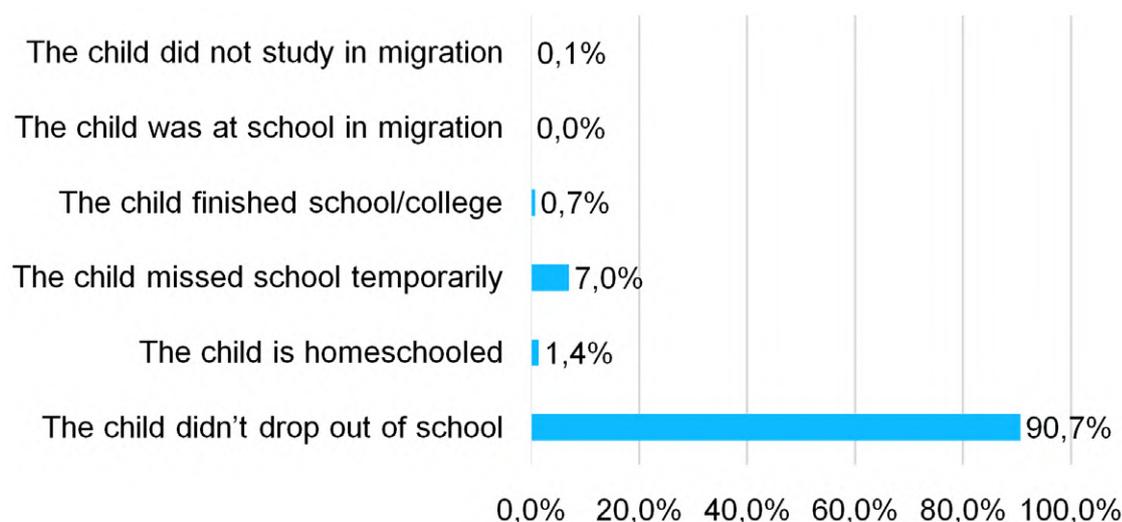
According to Article 47 of the Code of Administrative Responsibility, the caregiver is responsible for a child's school absenteeism and untidy school appearance, as well as failing to provide school supplies and other matters. They may receive a written warning, and if the situation does not improve, an administrative fine. A week's absence from school by a child may amount to grounds for an administrative case, even if the adults have not formalized legal guardianship.

There is no serious problem of absenteeism or school dropout among children left behind covered by this study. Out of 702 school aged children who took part in the survey, 98 per cent attend school, namely: 78 per cent of children in the study are in grades 5-9, another 4 per cent are from the primary school in grades 3-4 and 16 per cent of children are in 10-11 grades, and about 2 per cent attend post-secondary college.

It should be noted that most children do not miss classes. The most frequent patterns in missing classes are for children aged 10 and above. The reasons for missing school by these children include sports competitions, illness, transportation problems and chronic diseases. No significant age and gender differences were identified among children missing classes.

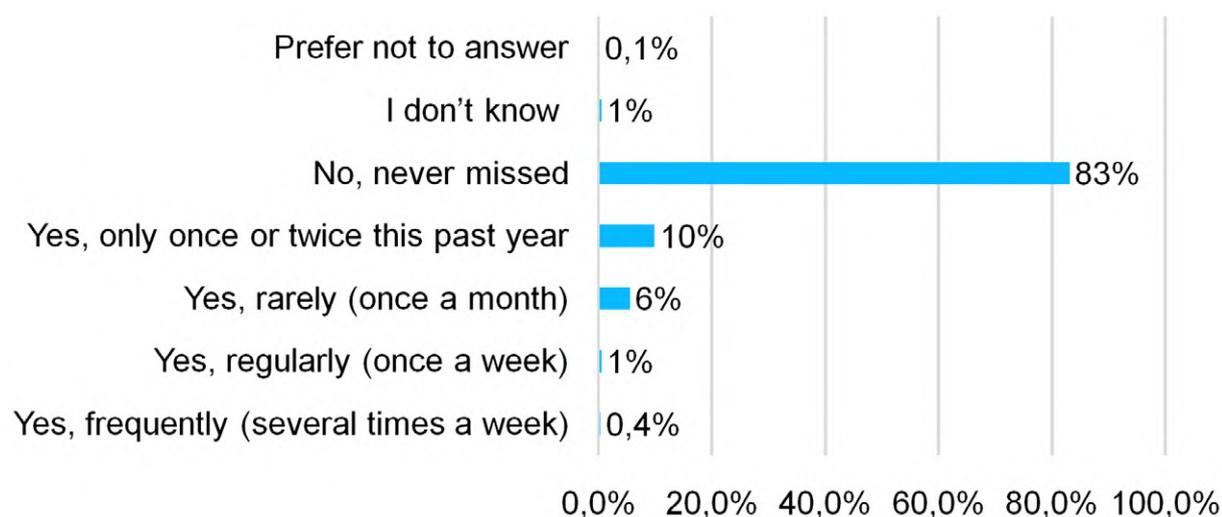
**Figure 41. Attending school by children left behind**

*Did the child/children of migrant relative(s) stop going to school/college during the year?*



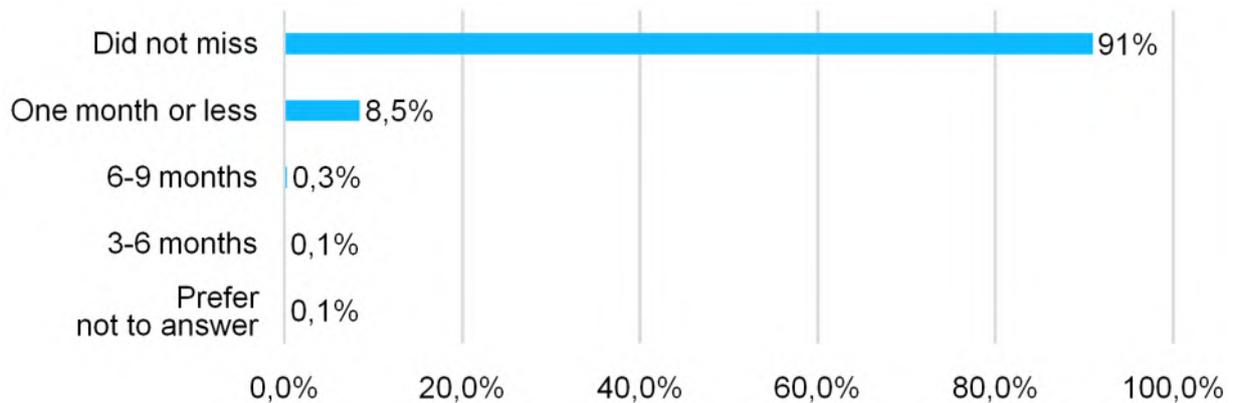
Answers of 1016 caregivers for 1391 children

There is no difference in absenteeism between the child staying with a parent and the child staying with relatives. No differences in self-reported school absenteeism can be observed based on responses from children and caregivers, who provided answers for all children of school age.

**Figure 42. Frequency of missing classes at school/college by children within the academic year**

**Source:** Caregivers (N valid cases = 1016)

**Figure 43.** Maximum period of school/college missing by children left behind for the last 12 months

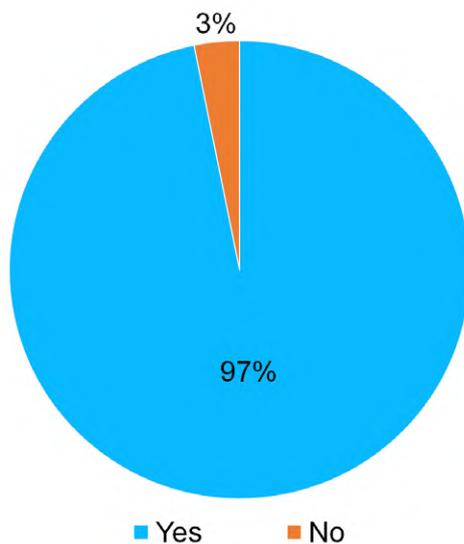


**Source:** Quantitative survey. Children (N valid cases = 702)

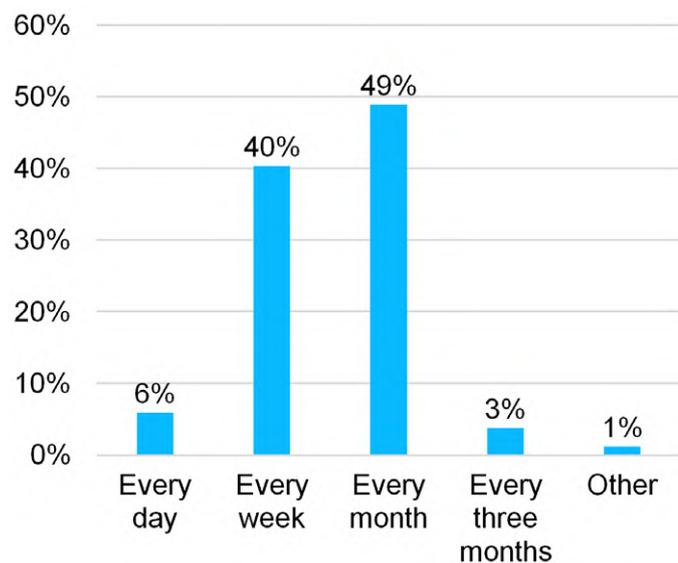
The vast majority of caregivers (97 per cent) stated that they had communicated with a teacher at school/college within the last 6 months. Most caregivers communicate every month.

**Figure 44.** Communication of caregivers with teachers

*Do you communicate with school/college teachers?*



*How often do you communicate with teachers?*



**Source:** Caregivers (N valid cases = 1016)

Daily communication of caregivers with teachers is common for children aged 7-8 (primary grades). There are no major differences in daily communication by gender of children. Also, there are no significant differences in caregivers' engagement by performance of children. Daily engagement with children's school teachers is mainly associated with caregivers aged between 26-35 and 56-60 years old.

Older caregivers communicate less with school teachers than other groups and there is no difference in communication patterns for caregivers aged 70 and above. While quarterly communication is mainly associated with caregivers aged 41-45, no significant differences were identified in communication with teachers by gender of caregivers.

All caregivers are evenly distributed in communication frequency with school teachers, and caregivers whose children go primary school communicate more often than any other groups. Aunts of children of migrants tend to communicate more often with teachers than any other group while brothers prefer to communicate once a month with children's teachers. In general, the quantitative survey shows that all caregivers communicate weekly and monthly. No cases of non-engagement are observed among caregivers and school/college or kindergarten teachers of left-behind children.

According to qualitative data, parents try to keep in touch with their children by phone, messaging services and social media applications. Despite this, parental control is lacking over the school performance, social life and the use of electronic devices. The school remains is a place where children of migrant workers are supervised. The school teachers are the ones who often initiate communication with relatives, guardians as well as parents using phones and media applications such as Telegram or Viber on their smart phones. Children left behind are given special attention in schools and if the child is missing, teachers contact caregivers on the same day. Other school community-based organizations are also engaged in the education of children left behind but the teachers liaise with parents regarding school performance, absenteeism and anti-social behaviour.

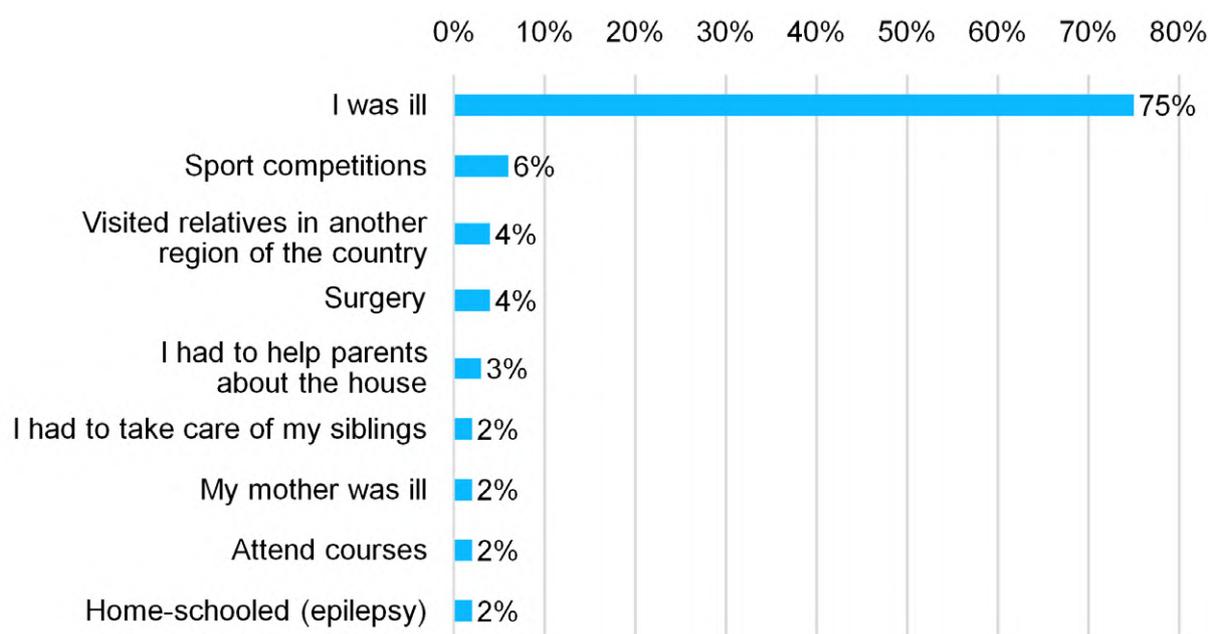
*"They check attendance at the second lesson because the student may be late for the first lesson. Members of the Youth Union pass this data to us. We check and make decisions accordingly. For example, in a class one or two students are absent. We immediately check out if s/he comes from a family of migrant workers." (FGD, Bukhara, urban, service provides, mixed)*

This system of supervision may also include representatives of the juvenile affairs inspectorate. If a child is not attending school, the inspector would have to find out the reason and the regularity of the absences. Then they arrange an action plan and coordinate that with the caregivers or parents of children left behind.

*"If this student is not in school for two, three days, additional control is appointed. Where is this child? Who is he with? What is he doing? What does he do at night? Who are his new friends? What condition is the child in, maybe stressful? What was this child like before the departure of the parents and what did it become after their departure?... These questions are studied comprehensively." (KII, Surkhandarya, urban, juvenile affairs officer, male)*

This pattern is confirmed by the national level data as Central Asia has the second lowest out-of-school rate after Europe and North America which could be explained by the free and compulsory education systems in many countries in this region<sup>56</sup>. However, out-of-school rates in Uzbekistan show regional discrepancies since Uzbek children living in rural areas with lower population density are more likely to be out of school than those living in more densely populated urban areas<sup>57</sup>. Out-of-school Uzbek children and youth are more common in Karakalpakstan (7.5 per cent), Syrdarya region (5 per cent), Samarkand (4.5 per cent), and about 4 per cent in Bukhara and Tashkent regions.

**Figure 45. Reasons for missing school by children left behind**



**Source:** Children (N valid cases = 64)

The research also revealed that self-rated educational performance did not worsen when there is disrupted or lost communication with migrant parents. About 8 per cent of all children in the study attending school or college reported that they missed classes for one month or less over the last 12 months. The main reasons for missing school were mainly due to health issues, sport competitions or visiting relatives. Some interviews and focus group discussions also reported material difficulties as the reasons disrupting school attendance (e.g., lack of clothes for different seasons, school supplies, etc.). No significant age and gender differences were identified among children missing classes.

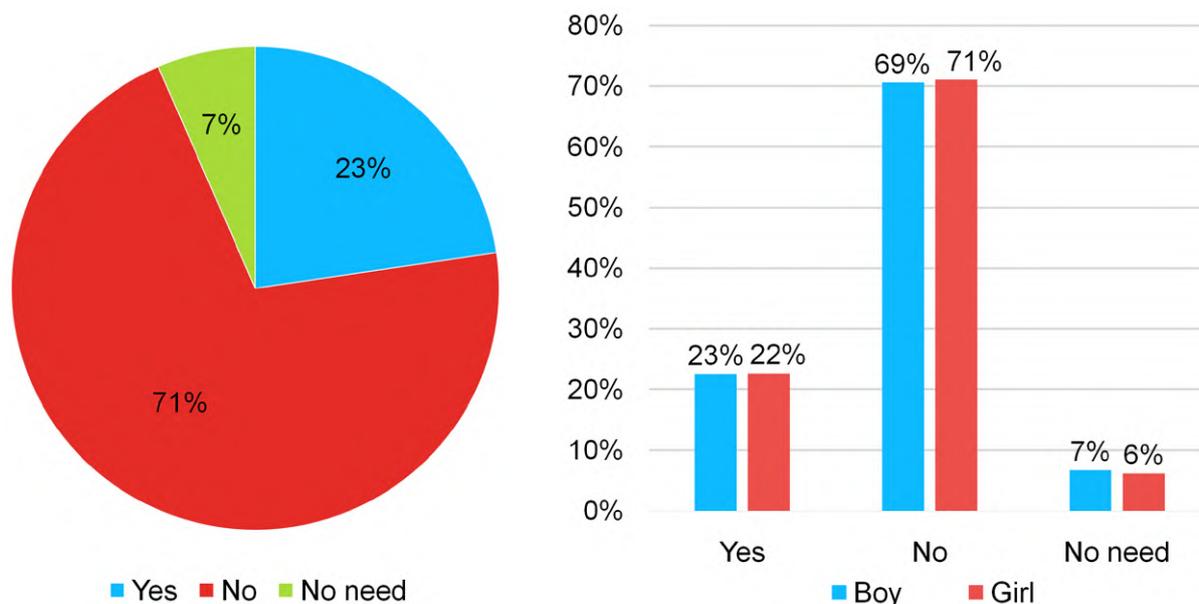
<sup>56</sup> <http://uis.unesco.org/en/topic/out-school-children-and-youth>

<sup>57</sup> <http://documents.worldbank.org/curated/pt/379211551844192053/pdf/Uzbekistan-Education-Sector-Analysis.pdf>

### Extra-curricular activities and educational support

**Around 23 per cent of children attend tutors and receive extra lessons.** This is likely to happen for children in secondary education. Most children in the study acknowledge that the schooling they gain at school/college is not sufficient to enter college, although many children are still satisfied with the quality of the school education they receive.

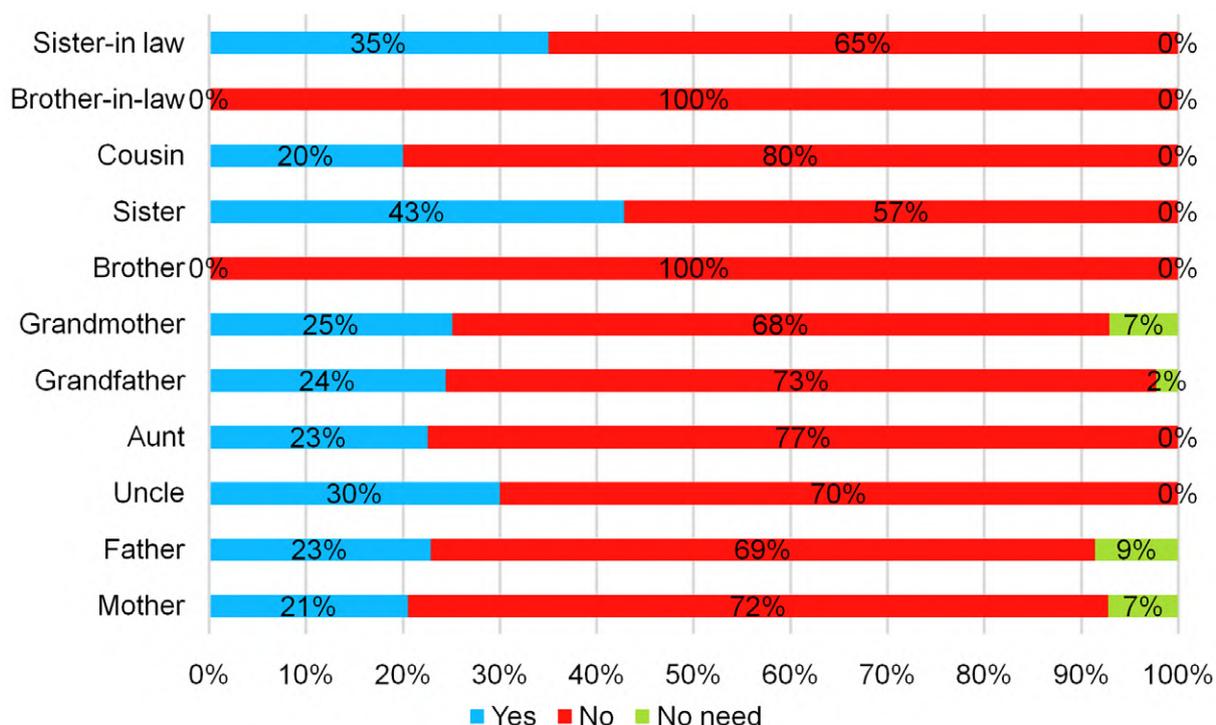
**Figure 46.** Visiting private tutors by children left behind



**Source:** Caregivers (N valid cases = 1016)

No difference was found in terms of relationship of caregiver and the ability of children to afford private lessons from tutor.

**Figure 47. Visiting private tutors by children left behind (by caregiver with children)**

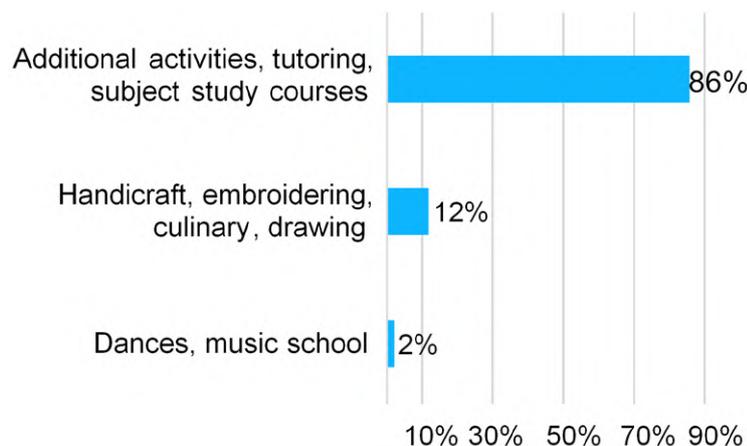


**Source:** Caregivers (N valid cases = 1016)

**According to the quantitative survey half of children left behind said they regularly attend extracurricular activities to supplement knowledge at school/college.** Almost half of the children in the study are engaged in some form of sport activity, with football being the most popular followed by martial arts.

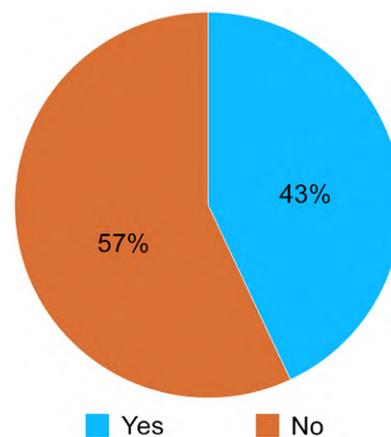
**Figure 48.** Engagement of children left behind in extracurricular activities and sports

*Extracurricular activities of left-behind children*



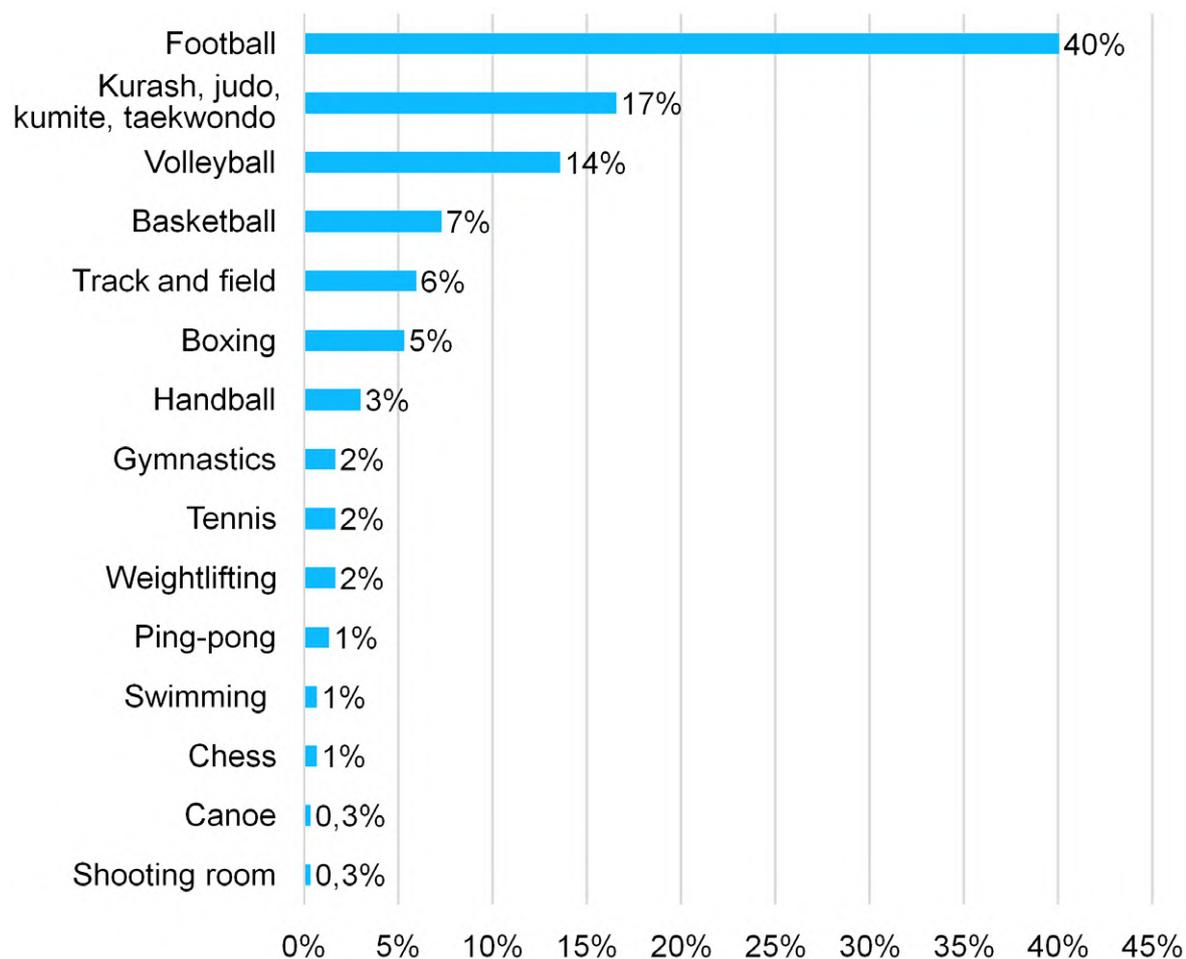
**Source:** Children (N valid cases = 320)

*Engagement of left-behind children in sports*



**Source:** Children (N valid cases = 702)

**Figure 49.** Type of sports left-behind children are engaged in



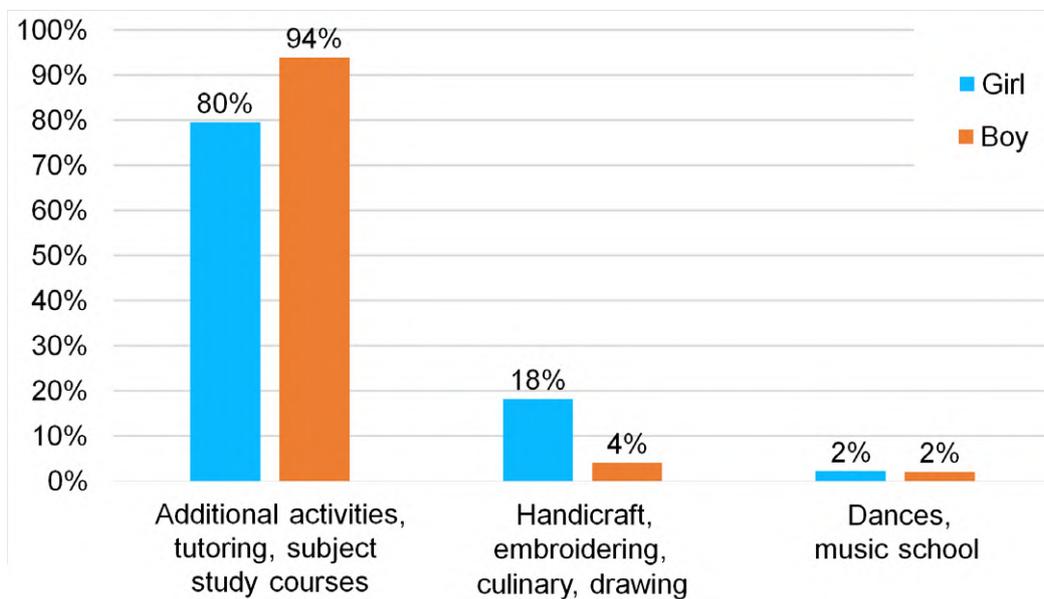
**Source:** Children (N valid cases = 302)

#### IV. Key findings

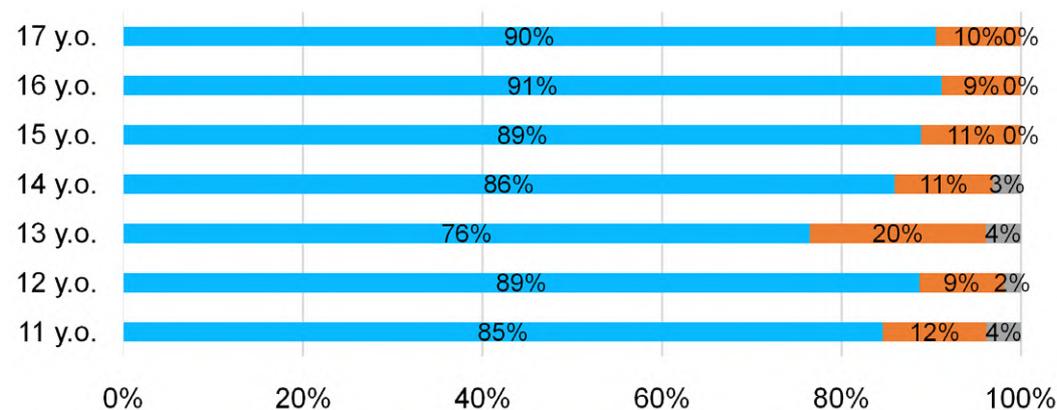
Based on the data below, older children often stop going to dances and music school when they attend extra tutoring classes. There is no significant difference by age of children when attending extracurricular activities (i.e. handicraft, embroidering, culinary and drawing). As for gender of children left behind, more girls attend embroidering and culinary classes than boys and more boys attend subject activities than girls do. This can be attributed to the fact that caregivers often perceive boys as future family bread winners. Finally, almost all children attend extra-curricular activities regardless of the communication patterns of labour migrants with their children.

**Figures 50 A,B.** Engagement of left behind children in extracurricular activities, by gender and age (329 children)

##### By gender

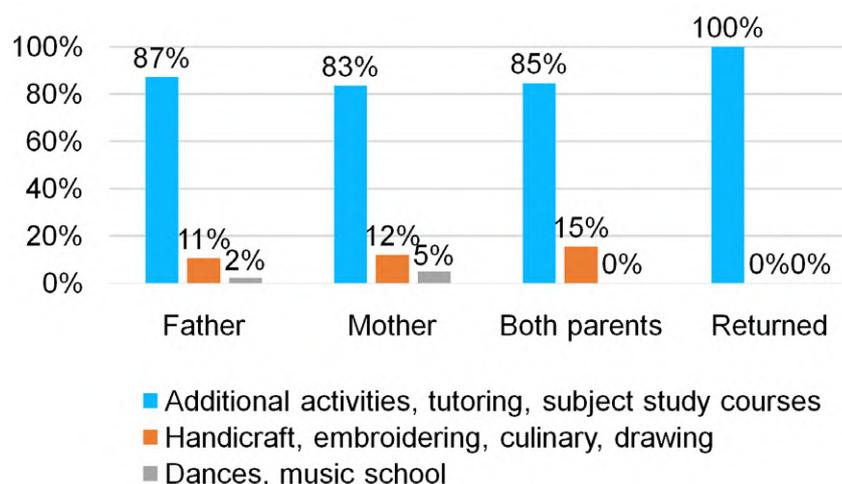


##### By age



**Figure 50 C.** Engagement of eft behind children in extracurricular activities, by caregiver in migration (329 children)

By caregiver in migration



School workers organize extracurricular activities for children left behind, control their free time and engage them with useful activities, and also help them with their homework. At the district level and the city, lists of children with absent parents are being compiled. The local Boards of Education are charged with organizing free extracurricular activities for children. The importance of engaging in extracurricular activity for development is cited both by teachers and children. For parents, extracurricular activities are also a way to manage and control free time of their children.

*“Because you need to deal with a child in order to organize their free time meaningfully, we attract them to the extracurricular classes. Especially, they are interested in sports, music, scientific lessons. I tell them to go to such lessons.” (KII, Khorezm, rural, Deputy Headmaster for Education, female)*

*“After school, caregivers send them to different tutors, and to different extracurricular classes, so that their children are constantly busy and do not mess around. And this child knows that after school s/he will go to a tutor or some kind of extracurricular classes. Even when we talk to parents, they say my child will go to swimming today after school, some day he will go to tutoring. Thus, parents know what their children do.” (KII, Bukhara, urban, Hokimiyat employee, male)*

Similarly, our analysis suggests that engagement of children into extracurricular activities can help improve school performance. When children attended some extra-curricular activities, the expected school performance significantly improves even after an extended parental absence (chisq. = 6.88, df = 2, p < 0.05, Cramer's V = 0.10).

Since only half of the surveyed children take part in extra-curricular activities, the experts raised concern how can spend their leisure time. Migrant parents buy phones with internet access for children to keep in touch with them, yet no control is maintained over the use of these phones. This increases the likelihood of children to use the internet in an uncontrolled way. In general, unorganized time is considered as an omission in controlling children, which may have harmful effects on academic performance and creates difficulties in upbringing.

**As such, taking part in extra-curricular activities can help offset the negative effects of parental migration on children's mood.** Both caregivers and children expressed the need to make extracurricular activities accessible and affordable. That is especially the case for rural areas where such services are scarce. With this in mind, local authorities, in cooperation with educational institutions, should provide a range of activities for children to avoid uncontrolled free time during which a lack of sufficient parental or caregivers' control may lead to bad consequences.

#### *Children's aspirations*

According to the survey data, the vast majority of children (91 per cent) are going to continue education after college and many children believe they can choose their profession freely. Those who state they are not sure they can freely choose career, admit that they may not be mature enough and may have to consult with their parents. Only two children answered that their parents want them to get married (both are girls).

*P8: The government should focus on improving the quality of education in Uzbekistan, so that youth could stay here instead of going abroad. P5: The youth should have opportunities to pursue higher education and concentrate on their studies. This means they would have different priorities and would not end up as labour migrants like their parents. (FGD, female, children, urban, Fergana)*

Experts note that the educational aspirations of children left behind may be hindered because of psychological problems and barriers. Extended parental absence affects the child's self-esteem, which may in turn affect his or her educational choice and subsequent life trajectory<sup>58</sup>. However, during the qualitative part of the study, many children expressed the need to continue education in order not to repeat the life choices of their parents.

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58 Lu, Y., Yeung, J. W., Liu, J., & Treiman, D. J. (2019) *Migration and children's psychosocial development in China. When and why migration matters*. Journal of Social Science Research (77), 130-147

*“There is a psychological damage and a child becomes aggressive, he has low self-esteem, in the future he may not be able to realize himself. He will not be interested in pursuing higher education. As a result, his potential is not realized.” (Kil, Khorezm, urban, SOS Children's Village Officer, male)*

#### 4.5. Psychological well-being of children left behind

This chapter is discussing the study results specific to children’s psychological well-being and describes psychological health, self-control, changes of behaviour, and emotional well-being of the children left behind. We also construct an index of emotional well-being and present the main predictors affecting it.

##### *Effects of migration on the mood of children and caregivers*

Psychological well-being of children left behind is most often reported to be negatively affected by parental migration in international research<sup>59 60 61</sup>. This is usually reflected in mood changes among children, increased anxiety and psychological distress, which in turn can negatively affect other aspects of children’s well-being.

Similar to the findings of international research, our survey data reflects the negative effects of parental migration on children’s psychological well-being. **Half of children report worsened mood immediately after parent(s) migrated.**

- Less than 7 per cent of children said their mood got much worse, and 43 per cent of children reported slightly worsened mood after parental migration.
- There was no change in the mood of those whose situation substantially worsened after parents left - they choose the same option sometime later. The Chi-square tests for associations shows no changes in the mood of children who initially did not experience any change and remained neutral. But children who experienced some decrease in their mood, tend to say that now their mood got better. We found no relation between mood changes and gender, or age of students.

59 Lu, Y., Yeung, J. W., Liu, J., & Treiman, D. J. (2019) *Migration and children’s psychosocial development in China. When and why migration matters*. Journal of Social Science Research (77), 130-147

60 Graham, E., & Jordan, L., P. (2011) *Migrant parents and psychological well-being of left-behind children in Southeast Asia*. The Journal of Marriage and Family (4)73, 763-787

61 Felmeth, G., Rose-Clarke, K., Zhao, C., Busert, L.K., & Zheng, (2018) *Health impacts of parental migration on left-behind children and adolescents: a systematic review and meta-analysis*. The Lancet (391). 2567-2582

- We found no statistically significant associations in feeling sad because of parental migration by gender and age of children. However, around 16 per cent of caregivers report that children do feel sad because of parental absence. They suggest that boys are not as sad as girls are when parents leave, yet they do feel saddened when their mothers leave too. According to caregivers, children tend to lose their temper slightly more often when fathers migrate. In households with both parents working abroad, the loss of temper among children was rather rare (chisq. = 9.5, df = 2, p < 0.01, Cramer's V = 0.10).

Not only children but caregivers also experience stress, feel worried, and miss the migrants. Labour migrants take on jobs with risks to their health and well-being where they can get injured or potentially leave the entire family without the support. The caregivers are aware of all these risks and feel worried about their migrant relatives.

*“My grandfather and grandmother regretted when our parents left away for labour migration. Because while our parents work in Russia and in other countries, they do not get their work experience registered and thus will not be able to receive a good pension in our country in the future.” (FGD, Bukhara, urban, children, male)*

*“It happened recently, an emergency occurred at my son’s work. ... Thank God my son quickly got out at a speed when everything fell in the warehouse, he said that the guards were killed there, that migrants from Uzbekistan and Tajikistan also died. ... He then received treatment in hospitals, the citizens of Russia helped him a lot. Now he got a job again... These are the emergencies that are happening, but recently, on the border with Kazakhstan, migrants from Uzbekistan died, having heard all this, we begin to worry...” (FGD, Surkhandarya, urban, caregivers, mixed)*

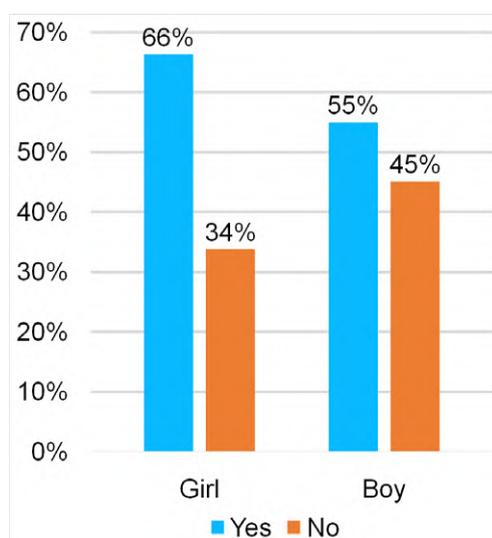
As a result, psychological support is required not only to children, but also to caregivers to enable them to cope with stress and provide support to children left behind.

#### *Trust and opportunities to share problems*

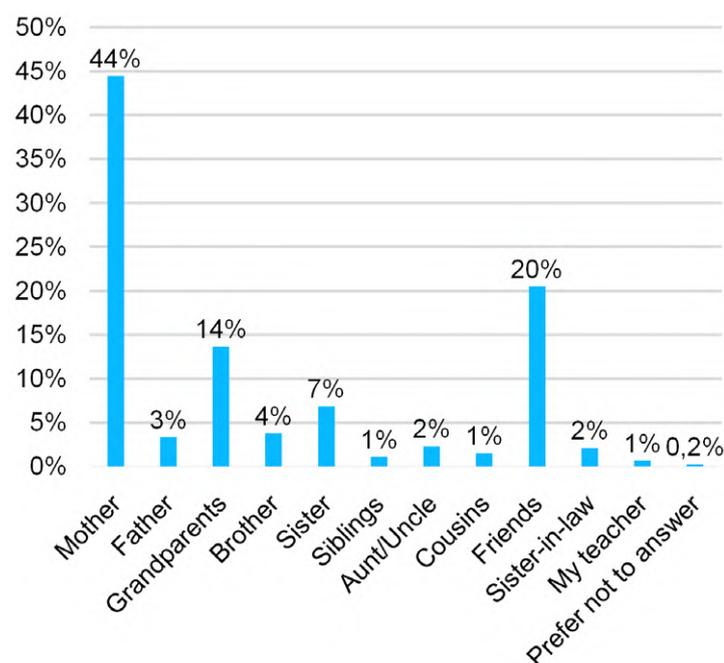
According to quantitative data, children mainly share their emotions with mothers. Girls are more open with sharing their emotions than boys.

**Figures 51.** Children left behind sharing personal problems when emotionally upset

Did you speak to anyone about personal problems when you get emotionally upset (702 children)



Whom did you talk to about personal problems when emotionally upset (424 children)



According to qualitative data, sometimes children share their problems with their parents by phone or video calls, and then they convey their problems to caregivers.

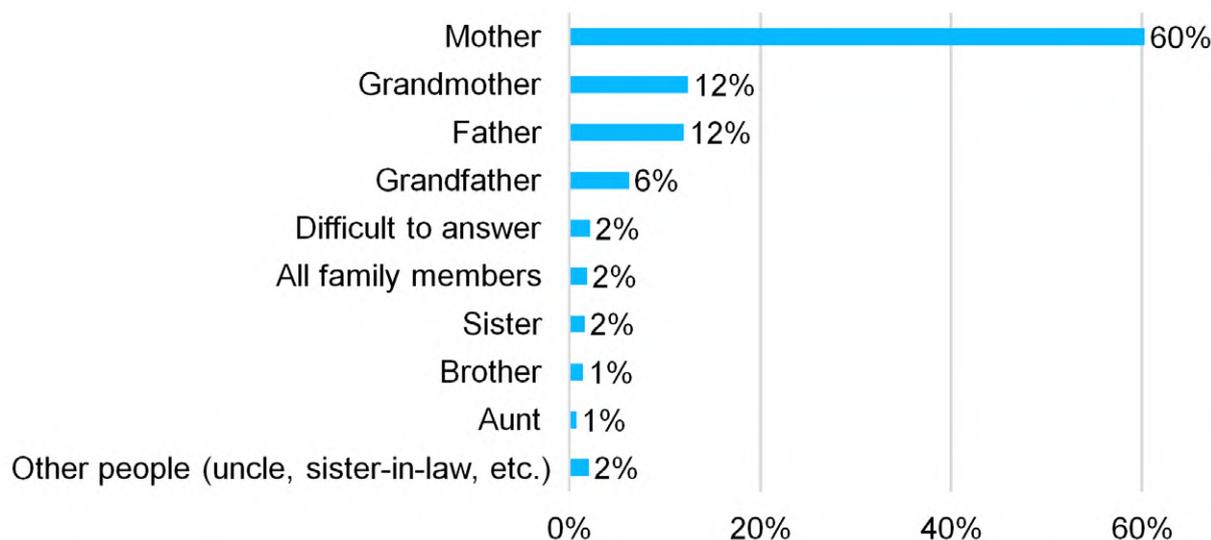
*“We live with our grandparents during the departure of our parents in labour migration. It is sometimes not easy for us to ask our grandparents about something, and therefore we call our parents to tell them about our request.”*  
(FGD, Surkhandarya, rural, children, female)

Sometimes children may share personal problems/worries with older siblings and their fellow classmates or peers.

According to our findings, children have much higher chances to choose mother as the most trustworthy person if father is away (chisq. = 185.77, df = 30,  $p < 0.001$ , Cramer’s  $V = 0.297$ ). Interestingly, if mother is also working abroad, children establish trust relationships with their aunt. Children also share their problems and concerns with grandparents when both parents migrate. Boys usually share problems with fathers, while girls do not (all results being significant with  $p < 0.001$ ). It should also be noted, trust in mothers is not related to gender: 66 per cent of girls and 55 per cent of boys say they trust their mothers more than other relatives.

**Figure 52. Whom children left behind trust in the family**

*Who do you trust more in your family? (702 children)*



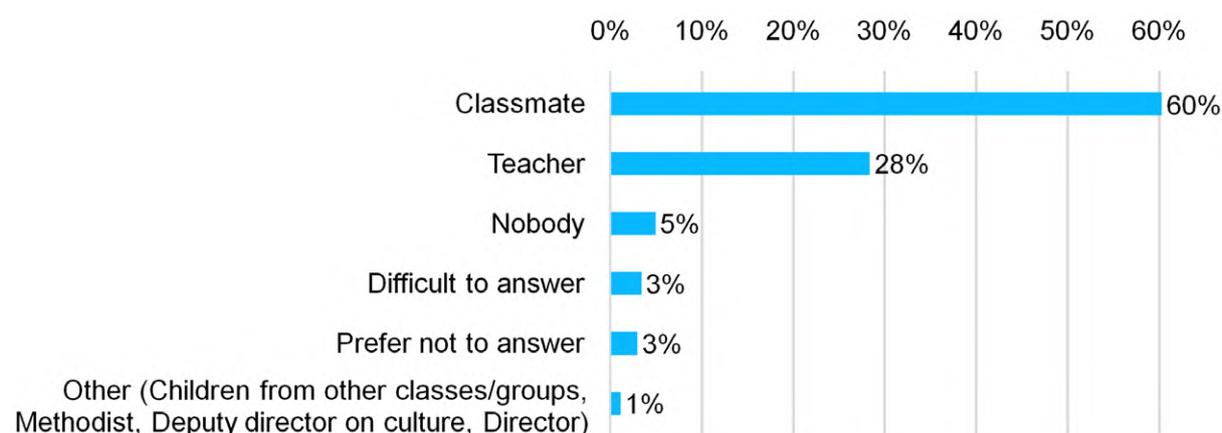
According to the qualitative data, it is sometimes difficult for children left behind to build a trusting relationship with their caregivers. Children do not always share all of their problems or experiences with caregivers. If both parents or the only parent leave for migration and they are left under the guardianship of other relatives, in such a situation, trusting relationships are especially difficult to build. The caregivers who took part in the study said that sometimes they learn about children’s problems from other people (e.g., sport trainers, school teachers) about any problems or worries the children were experiencing.

*“I myself learn about the needs of my grandson through other people. For example, this was reported to me by his trainer from the sports complex.»*  
*(FGD, Bukhara, rural, caregivers, mixed)*

At school children mostly trust their classmates (59 per cent) and teachers (28 per cent) compared to caregivers while about 5 per cent of children said they trust nobody. Most children have at least 3 friends (57 per cent), and less than 2 per cent of children said they don’t have any friends.

**Figure 53.** Whom children left behind trust at school/college

Who do you trust more in your school/college? (702 children)

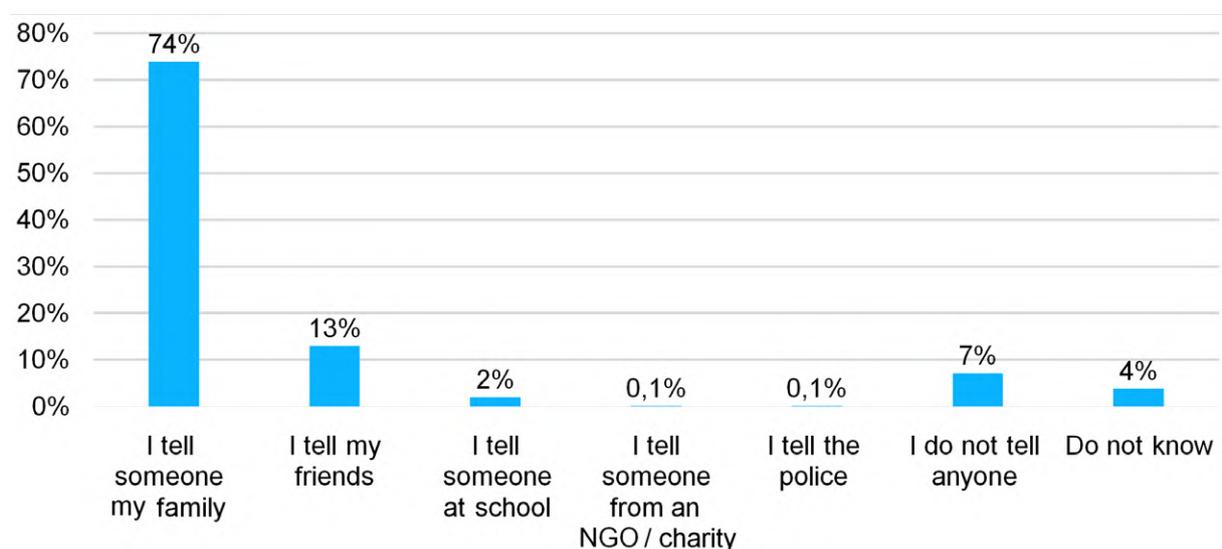


Quantitative data shows that only 7 per cent of children do not share bad experiences and 37 per cent of them do not know why they do not share their problems and concerns with anybody. About 42 per cent of these children report being ashamed to tell anyone, even within their own families. There are no significant differences by gender of children, with only a slight prevalence for boys, when it comes to reporting negative experiences.

As for the age of children, the younger they are, the more likely they are to report their negative experiences to caregivers. This can be because older kids do not like to share their problems and other experiences with people other than their parents. Reporting such experiences is associated with children whose fathers or both parents are living and working abroad.

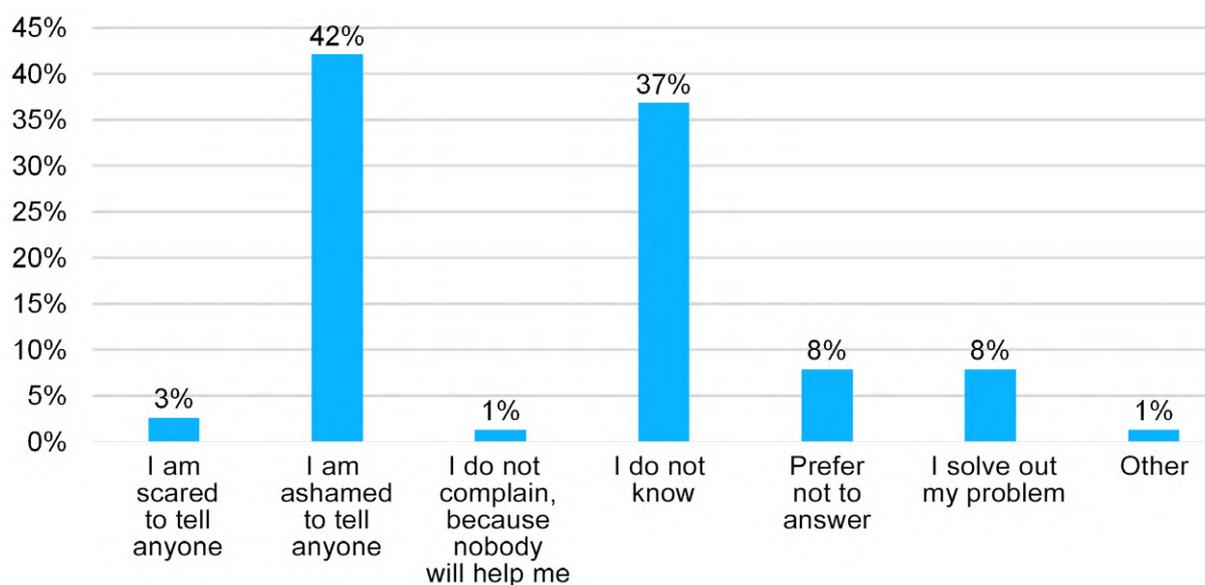
**Figures 54.** Reporting bad experiences by children and difficulties with reporting bad experiences

Reporting some bad experiences by children (702 children)



**Figures 54.** Reporting bad experiences by children and difficulties with reporting bad experiences

What makes children unwilling to report bad experiences (75 children)



According to children, caregivers may not understand children as much as their parents would since they know their personalities better. Some children believe caregivers are not willing to learn about them and consider it inappropriate to share information that they would share with parents otherwise:

*“I, for example, do not tell my aunt about my experiences ... I can tell them to my closest friend, but I will not tell anything to my aunt ... Because this is how you can become enemies ... Because misunderstanding can occur. My aunt is not a mother, she will not go deep into the problem, and will not be completely on my side, do you understand? - P4: If it is some kind of not a very good deed, and my aunt finds out about it, she will tell my parents who are far from home, from family. And, of course, parents will begin to worry, be nervous, upset. Therefore, it is better to hide everything, if possible.” (FGD, Fergana, urban, children, female)*

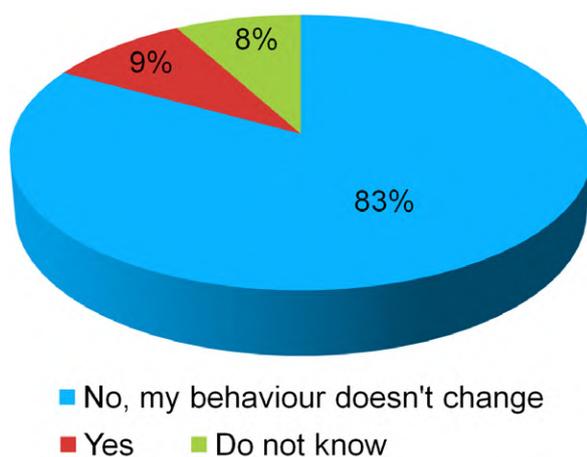
In general, the study shows that children have healthy relationship within their family sharing problems and bad experiences with their parents. Children do not keep quiet in case of problems, telling their mothers as well as other family members to find a solution. They also share problems and concerns with classmates and teachers at schools, yet they are more likely to share personal issues with classmates and friends. Hence, it is important to provide psychological support to the child and caregivers in different settings.

## Changes in behaviour

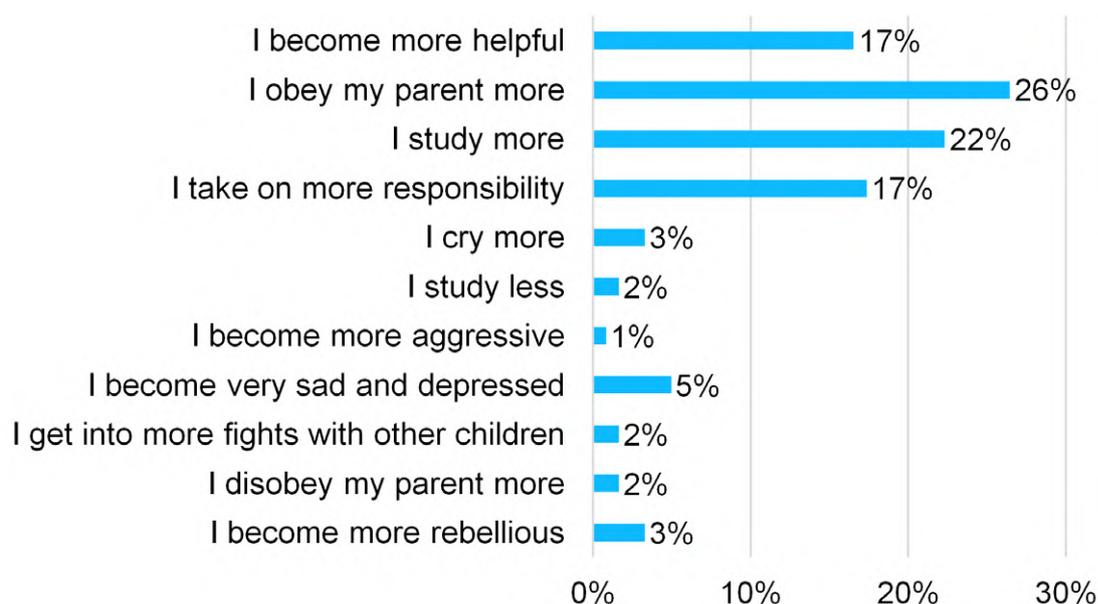
About 83 per cent of children report no changes in their behaviour since their parents' departure, 9 per cent think that their behaviour changes when parents leave for a long time and 8 per cent state do not know if their behaviour has changed. Behavioural changes are accompanied with being sad and stressed out for some children. Some children state they are not able to cope with this stressful situation and report misbehaviour (4 per cent), disobedience (2 per cent) and rebellious behaviour (3 per cent). Behavioural changes are common among adolescents experiencing transitions into adulthood. Most children acknowledge they miss the time when parents were present and promise to obey more, become more helpful, study more, and take more responsibilities when they return.

**Figure 55.** Changes in behaviour of children left behind. Opinion of children

*Do you think your behaviour changes when your parent(s) leave home? (702 children)*



*Changes in behaviour of left-behind children when parents left home (64 children)*



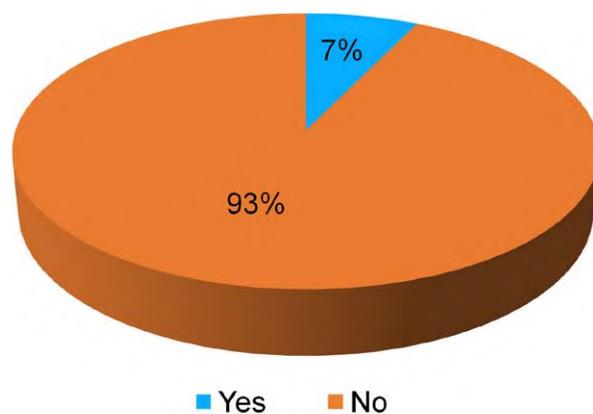
The lack of authority of caregiving relatives in the eyes of children leads to their disobedience. Even a mother remaining with her son can lose credibility and experience problems with raising the child.

*“M: Tell me, what happens when a father is not in the house for a long time, and the mother cannot cope with raising her son? - P4: Then she turns for help to his older brothers, or if the [father] does not have them, to other older men in the family. It could be a grandfather or an uncle.” (FGD, Fergana, urban, children, female)*

These observations find support in the findings of other studies in the international context on children left behind.

Studies argued that children tend to suffer emotionally especially when mothers migrate<sup>62</sup>; encounter difficulties in coping with their transnational family life<sup>63</sup>; employ different tactics to ‘get back’ at their parents for having left them, such as feigning indifference towards their migrant parent when they are younger or showing rebellious behaviour when they are older<sup>64</sup>. This inevitably creates much emotional suffering on the part of the child and also parents deal with feelings of distress<sup>65</sup>, guilt and especially among mothers, feelings of being inadequate parents<sup>66</sup>.

**Figure 55.** Changes in behaviour of children left behind. Opinion of caregivers (1016 caregivers)



The study shows that around 7 per cent of caregivers (153 people) think that a child’s/children’s behaviour changed after parents migrated. About half of such caregivers claim that young children often become stubborn, whimsical, capricious, and naughty especially when they miss their parents. On the other hand, other caregivers state that the child’s/children’s behaviour changed for the better and that they “spoil the kid with love”.

62 Parrenas R.S. (2005) Children of Global Migration: Transnational Families and Gendered Woes, Stanford University Press, Stanford, CA

63 Pribilsky, J. (2001) Nervios and ‘modern childhood’: migration and shifting contexts of child life in the Ecuadorian Andes. *Childhood* (8) 2, 251-273

64 Dreby, J. (2007) Children and power in Mexican transnational families, *Journal of Marriage and Family* (69) 4, 1050-1064

65 Schmalzbauer, L. (2004), Searching for wages and mothering from Afar: The case of Honduran transnational families. *Journal of Marriage and Family*, 66: 1317-1331. doi:10.1111/j.0022-2445.2004.00095.x

66 Bernhard J., Goldring, L., Young, J., Berinstein, C., & Wislon, B. (2007) Living with Precarious Legal Status in Canada: Implications for the Well-Being of Children and Families. *Refuge*. (2) 24, 101–114.

**Table 4.** Positive and negative changes in behaviour of child/children after the migration of parents mentioned by 7 per cent (153) caregivers

Negative changes	Number of answers	Positive changes	Number of answers
Naughty	8	Children became joyful	24
Sad	6	Changed to better	6
Angry	7	When we indulge, is joyful	2
Stubborn and capricious	18	Is very happy when sees father	5
Disobedient	9	No changes	2
Does not speak to anyone	1	Blossomed	1
Takes offense	2	Obeys more	5
Deceives	1	Became tender	5
Cries, misses	31	Became responsible	7
Does what he/she wants	3	Became calm	1
Frets over semantics	3	Disobeyed mother, but obeys me	1
Behaves differently with parents	1	Found a friend	1
Fights with other children	1	Grew up	1
Jealous	1		
<b>Total</b>	<b>92</b>	<b>Total</b>	<b>61</b>

The above-stated factors refer to children under the age of 10 and almost no difference can be observed by children's gender. This can be attributed to the fact that older are children have more control over their emotions.

In the qualitative part, some caregivers also note that children often exhibit changes in behaviour due to the separation and negative emotions they feel when migration continues for a long time (i.e. 1 year or more). They can **become self-contained, nervous, and even aggressive**, rarely making contact and not wishing to discuss their condition.

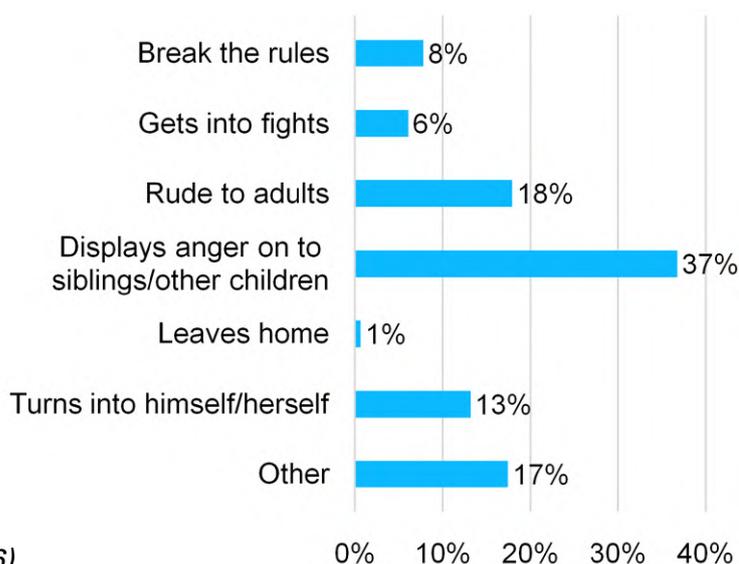
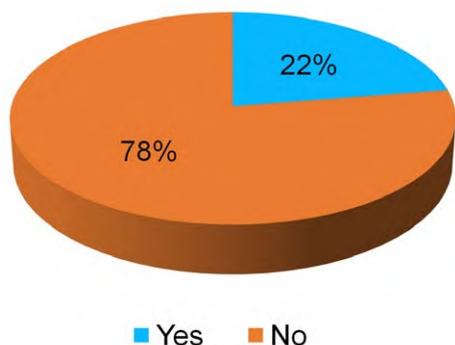
*"Our grandson is studying in the fourth grade, and he became aggressive, nervous, and quick-tempered. I ask constantly but he would never say." (FGD, Fergana, rural, caregivers, mixed)*

*"Separation has a strong effect on children, they feel isolated. Due to lack of parental attention, a child becomes nervous and dissatisfied." (FGD, Bukhara, rural, caregivers, mixed)*

According to quantitative data, 22 per cent of caregivers reported that children often lose their temper when interacting with other children.

**Figure 57.** Frequency of diverse types of “losing temper” by kids, assessed by caregiver (per cent)

*Lose of temper by the child/ children of migrants*

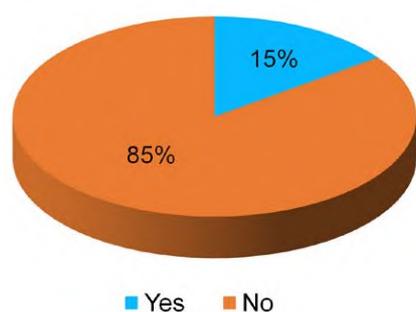


**Source:** Caregivers (N valid = 1016)

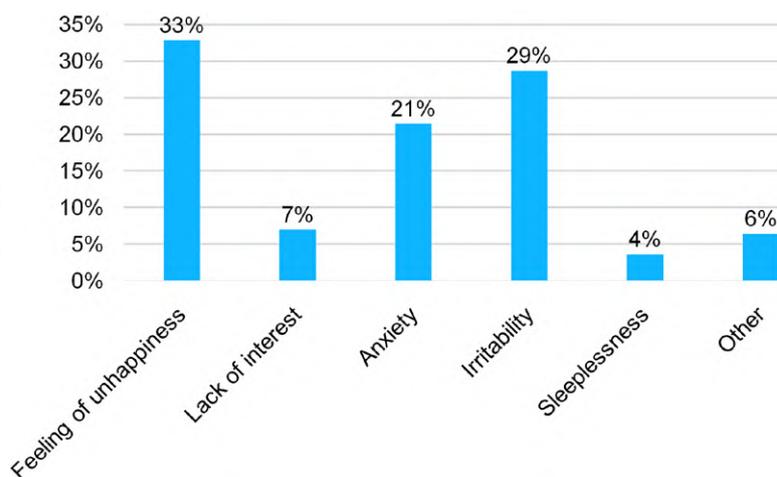
In the figure below, it is shown that 15 per cent of caregivers reported that children became sad due to extended parental absence.

**Figure 58.** Frequency of diverse types of “sadness” by kids, assessed by caregiver (per cent)

*Child often become sad because of parental absence*



*Signs of sadness of children left behind*



**Source:** Quantitative survey. Caregivers (N valid = 1016).

Women-caregivers prevail in reporting loss of temper and sadness by children left behind, while male caregivers report slight changes in behaviour among children soon after parental migration.

- **Children tend to fare better and feel stable in households where the income is higher.**

- When household had other sources of income in addition to remittances. The statistical association between household income and temper was as follows ( $X^2(1) = 4.68$   $p < 0.05$ ; Cramer's  $V = 0.07$ );
- When household income was higher, fewer households than expected reported child's/children's change of behaviour. ( $X^2(1) = 4.82$   $p < 0.05$ ; Cramer's  $V = 0.07$ )
- We also found some evidence that **parental migration takes higher toll on younger children.**
  - When children in the household are younger, more households report changes children's behaviour, yet the statistical association was negligible ( $X^2(1) = 4.01$   $p < 0.05$  Cramer's  $V = 0.06$ ).

### Emotional well-being

An index of emotional well-being was constructed, it includes indicators of temper, mood and behaviour change. Regression analysis shows that emotional well-being of child is related to the migration of her/his parents: when the migrant parent is a mother or both parents, children feel better than in cases when the father migrates. Also, emotional well-being decreases with the increase in duration of parental absence, and in families with lower income as can be seen in the regression model (Please refer to linear regression model in the Annex 17). In other words, the longer parents stay away, the more children are likely to feel sad.

According to qualitative data, children left under the care of relatives are very sensitive to any conflict situations in the family, the service providers/local experts and caregivers said. Such children tend to blame themselves for all the troubles of the people around them. The children tend to worry and consider themselves a burden on the caregivers.

Children tend to understand the reason for the migration of their parents. Speaking about their parents, they usually say how much they miss them, but in the very next sentence emphasize that they realize the importance of the fact that parents cannot do otherwise, that their parents are doing it for their benefit and the whole family, and that their parents do it to invest in their future education.

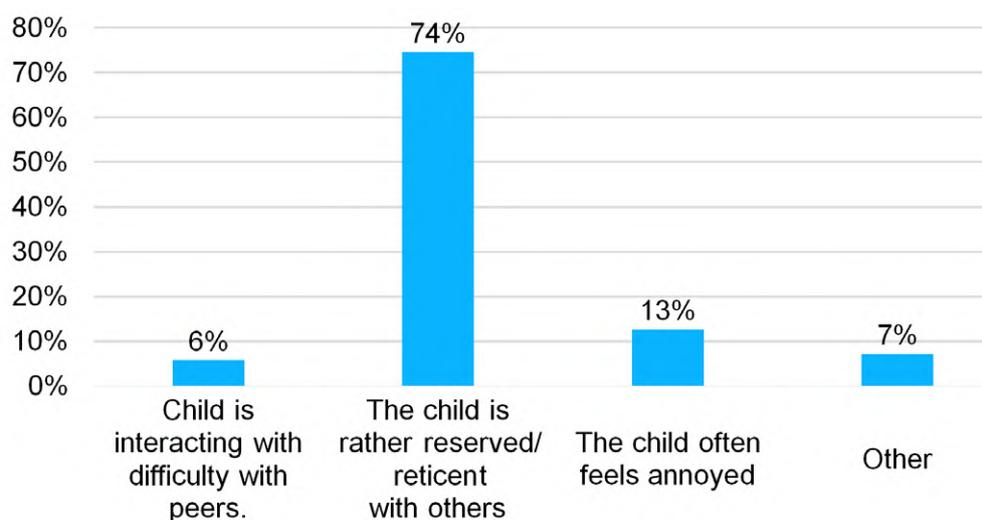
*"Our parents went to work to another country because they want to secure our future." (FGD, Bukhara, urban, children, male)*

*"P7: It's positive that parents send us money and gifts. - P8: And the negative thing is that we miss them." (FGD, Khorezm, rural, children, male)*

*"This [absence of parents] does not affect our learning, because parents do it for us, they leave for work, so that we have more opportunities to get a good education, to go to school. And therefore we must study well." (FGD, Fergana, urban, children, female)*

According to quantitative data, less than 6 per cent of caregivers say that children have issues interacting with peers, less than 13 per cent say the child is often annoyed. In the majority of cases (74 per cent) they agree that children are reserved/reticent with others.

**Figure 59.** Concerns of caregivers about psycho-social effects



The emotional problems of the child can grow, and the very extreme consequence of the absence of support and help, can be a **suicide** attempt. This condition is exacerbated in adolescence, when, even in full families, parents can lose contact with their children. For a closed teenager affected by the departure of their parents, suicide may seem the only way out.

*"I myself, with my ears, heard the conversation of two girls, one of whom was four years old, and the second was six years old. And the four-year-old girl said that she asks Allah that he would call her if her parents did not return home during this month. After that, I called her parents and gave them the words of their daughter. And soon her parents returned and swore that they would never go anywhere else." (FGD, Surkhandarya, urban, service provides, mixed)*

Experts note the need for psychological assistance to families with migrant children. As such, the help of a psychologist working in school may be considered. However, a barrier arises: an appeal to a psychologist can be stigmatizing and considered humiliating.

## Communication with migrant parents

As for most transnational families some form of separation between one or both parents and a child becomes a norm, the families adjust to this style of life and find their ways in staying in contact and keeping family relationships.

Among the surveyed children, 98 per cent of children communicate with their parents frequently: 71 per cent every day, 27 per cent each week, about 2 per cent less than every week. The same was observed for the caregivers in terms of communication with their migrant relatives.

Children slightly more often stay in everyday contact with their mothers, than fathers. However, the difference is very small. 39 per cent call their parents, 54 per cent have videocalls, 7 per cent communicate through the Internet (Viber, Facebook), 5 children (1 per cent) communicate through other relatives.

Due to no variance in the communication frequency between migrant parents and children left behind, **no significant association between communication patterns and different aspects of children's well-being was found.** However, qualitative findings can shed more light on the specifics of communication and the emotional bond between parents and children in such transnational families.

International psychological research focusing on parent – child relationships generally shows the negative consequences of parental migration for both parents, especially mothers, and children 'left behind'<sup>67</sup>. This is because major theories in child psychology literature view geographic proximity as a condition for meaningful exchanges between children and parents. Attachment theory suggests that healthy child development is contingent upon a stable relationship between a child and parent/caregiver while object relations theory posits that the behaviour of children is shaped based on what children experience their parent child interactions<sup>68</sup>. Both however emphasize an importance of geographic proximity.

Given that many transnational families are mainly based in developing countries where different family norms prevail, not all children in transnational family arrangements will have the same emotional reaction when separated from their parents<sup>69</sup>. Furthermore, some studies demonstrate that the use of modern

67 Mazzucato V., Cebotari V., Veale, A., White, J., Grassi, M., & Vivet, J (2015), International parental migration and the psychological well-being of children in Ghana, Nigeria, and Angola, *Social Science & Medicine*, 1 (132), 215-224, ISSN 0277-9536, <https://doi.org/10.1016/j.socscimed.2014.10.058>.

68 Suarez-Orozco, C., Todorova, L., & Louie, J., (2002). Making up for lost time: The experience of separation and reunification among immigrant families. *Family Process* 41, 625-643.

69 Bohr, Y. and Tse, C. (2009) Satellite Babies in Transnational Families: A Study of Parents' Decision to Separate from their Infants. *Infant Mental Health Journal* (30) 2, 265-286

communication technologies to stay in contact with the families and social support networks can offset some of the negative impact of parental migration on the emotional well-being of children left behind <sup>70</sup>.

### 4.6. Child protection (safety)

This chapter illustrates views and experience of caregivers and children in relation to discipline, punishment, and abuse in migrant households and educational institutions. We show the effect of physical punishments on child's well-being, and provide the narratives of children, caregivers and officials concerning these issues. A separate part is dedicated to the description of children's and caregivers' attitudes towards early marriages, and the rural-urban effect on those views.

#### *Discipline and punishment*

Teaching children, the rules of behaviour and self-control is an integral part of children's discipline in all countries. Positive methods of upbringing encourage the responsibility of children, increase self-esteem and preserve the physical, mental integrity and dignity of the child. However, sometimes parents/caregivers use harsh discipline methods, including different types of violence. Studies have shown that the use of violent discipline for children has detrimental effects that can cause long-term harm and persist in adulthood. Violence hinders the development of children, reduces both the ability to learn and school performance, provokes low self-esteem, emotional distress and depression, and sometimes leads to risky behaviour and the risk of self-harm <sup>71</sup>.

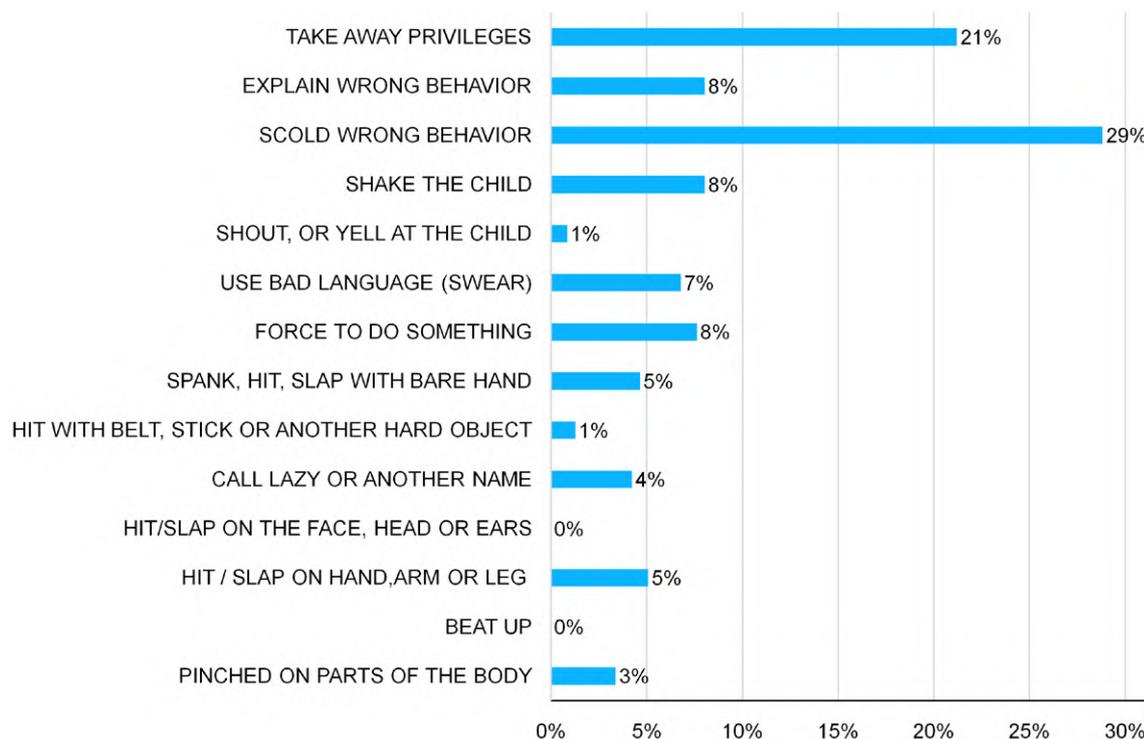
As stated in the Declaration "A World Fit for Children" adopted by UN General Assembly resolution S-27/2, "children must be protected from all forms of violence ..." and the Millennium Declaration calls for the protection of children from abuse, exploitation and violence.

Most caregivers do not think that it is necessary to punish kids when bringing them up (93 per cent). Among those 7 per cent of caregivers who believe that punishment should be used (72 people), the most widespread measure is "taking away privileges" and scolding.

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70 Wen, M., & Lin, D. (2012) *Child development in rural China: children left behind by their migrant parents and children of nonimmigrant families*. Journal of Child Development (83), 120-136

71 *ibid*

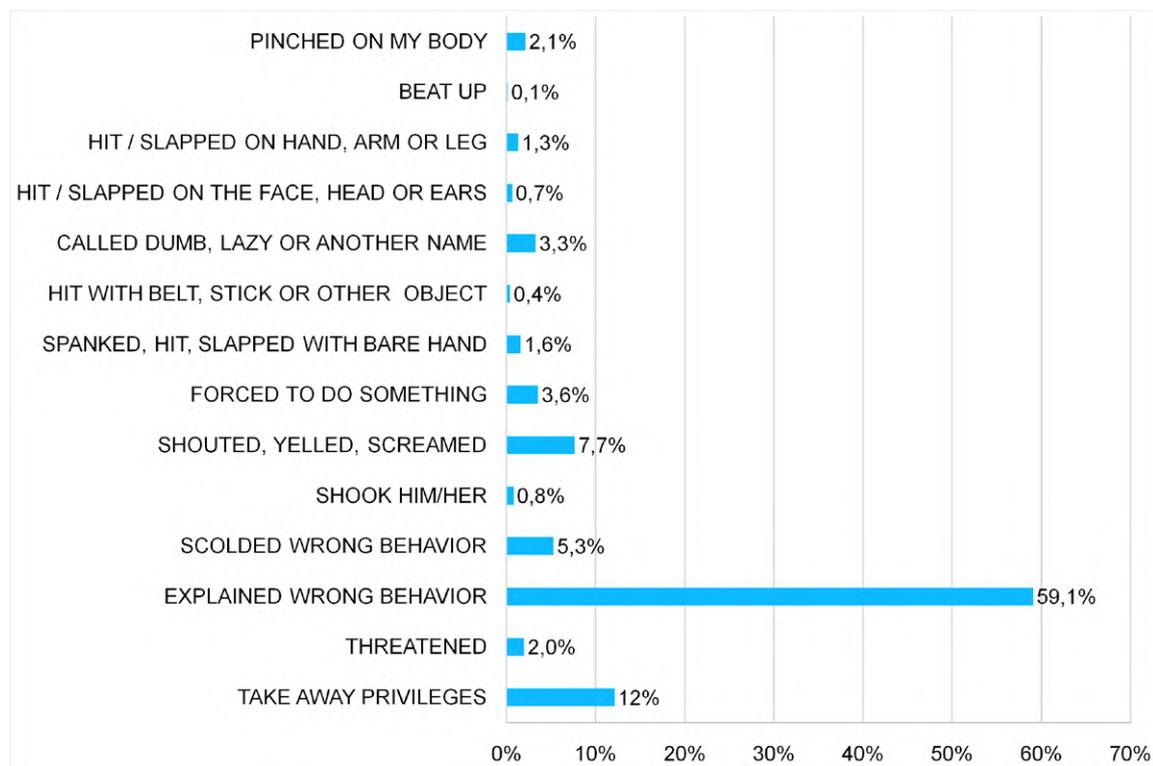
**Figure 60. Acceptable forms of punishment by caregivers (72 caregivers)**

**However, children report that caregivers use different methods of upbringing and control.** About 12 per cent of children experienced the loss of privileges, and 3 per cent were called dumb, lazy or other names. Also, 8 per cent of children in the study got shouted, yelled, or screamed at. In contrast, around 60% of children report that adults try to explain wrong behaviour, 5 per cent children were scolded for bad behaviour and 4 per cent children were forced to do something as a punishment.

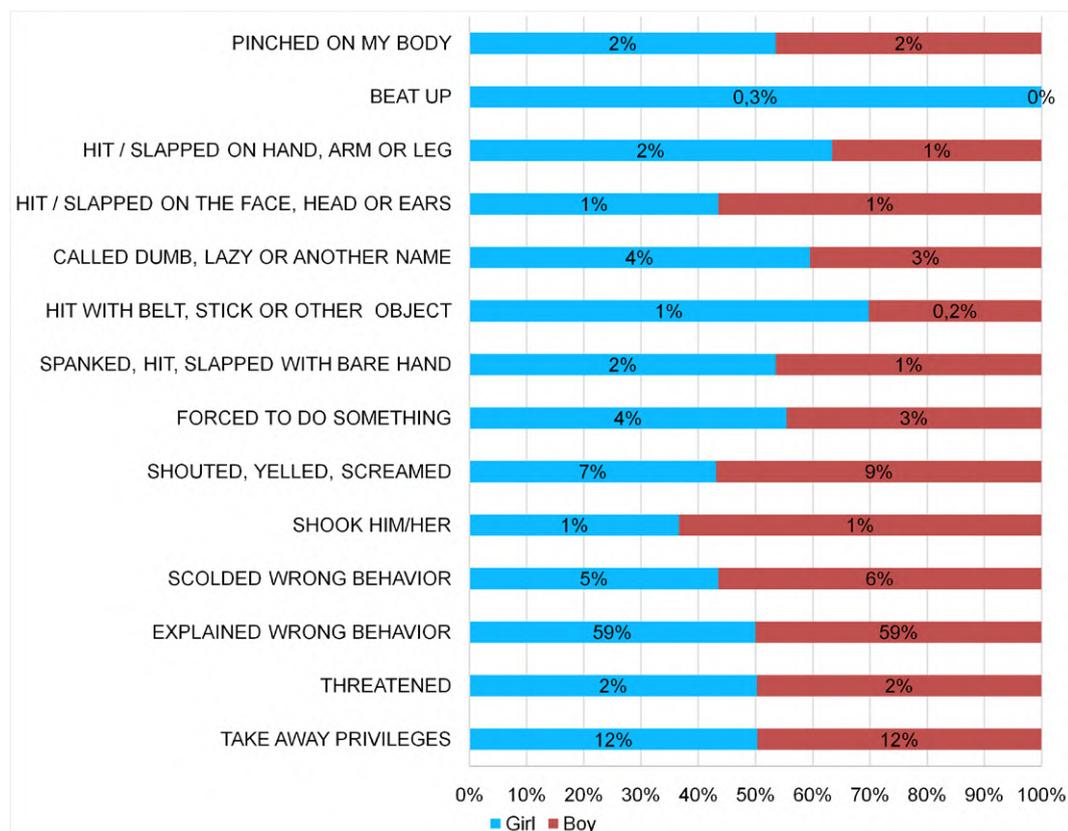
**7 per cent of children report experiencing physical punishments.** To illustrate, a girl (15 years of age) was beaten up by the caregiver; some boys and girls were hit on the face and ears as corporal punishment.

## IV. Key findings

**Figure 61.** Applied punishment in the past month according to children, including by gender of children (702 children).



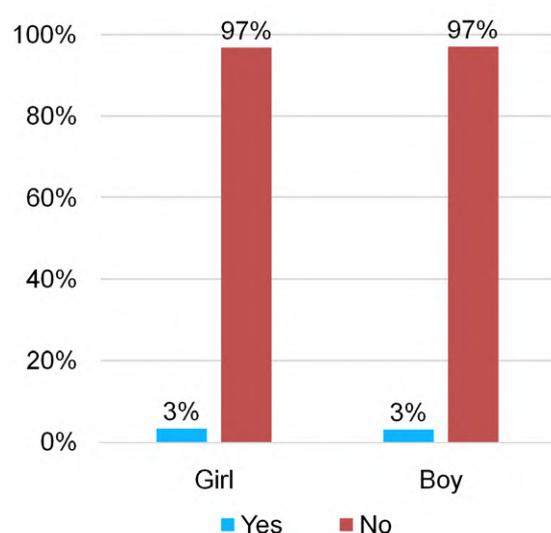
### By gender



3 per cent of children said that somebody from the family has recently hurt them; 6 per cent said this had happened at school. At school, the offenders were schoolmates (84 per cent of cases), teachers (14 per cent) and the head of the school (2 per cent).

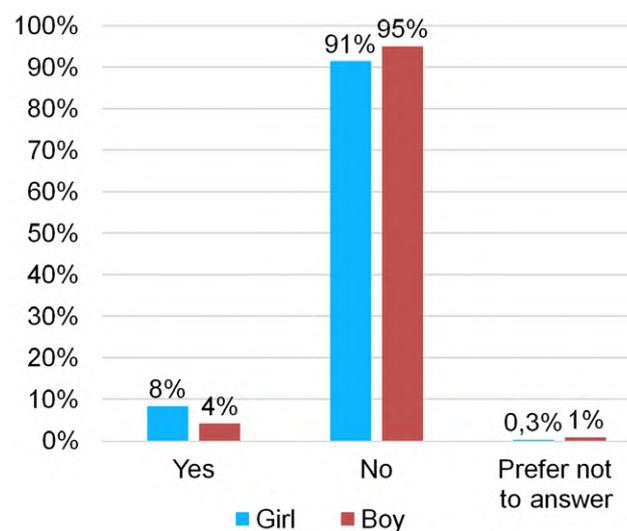
**Figure 62.** Children left behind who were hurt recently in the family

*Have you been hurt recently by someone in your family?  
(by gender of children) 702 children*



**Figure 63.** Children left behind who were hurt recently at school/college

*Have you been hurt recently by someone at school/college?  
(by gender of children) 702 children*



Physical punishments have a drastic effect on children's well-being. The very fact that at least 1 type of physical punishment was applied, increases the chances of experiencing lowered mood among children – both when parents leave and at the time of survey. Abuse severely affects mood and this increases with extended duration of parents' absence. This trend holds for children's assessments whether they experienced physical punishment or not. These children mostly place trust in their siblings, as they are in the same position (Chisq. = 22.764, df = 10, p = .01, Cramer's V = 0.179). No significant associations between physical punishment and gender, age or parents' migration status were found at home, while at school, girls report being hurt twice as much as boys do.

### *Child engagement in different types of work activities*

Only 18 children out of 702 (aged below 17) were involved in some form of part time employment to earn money. Children engaged in part time employment come from the households where remittances represent 50 per cent of household income. According for FGDs and KII, children often report increased expectations in terms of cleaning and doing work about the house after their parents' migration

*“Since my parents have left, I have to clean the house every day, I spend a lot of time cleaning and I don’t always have time to complete my home assignments” (FGD with children)*

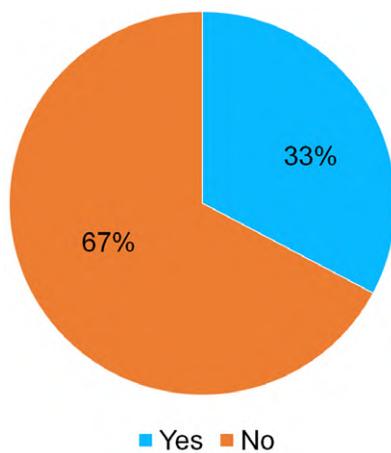
*“Indeed, our schedule is different now. Because my father has left I had to take over some his duties at home. We have more responsibilities now without our father, so we have to do the housework our fathers did” (FGD with children)*

*“Many caregivers consider increased expectations and shared responsibilities about the work at home as normal” (FGD with caregivers)*

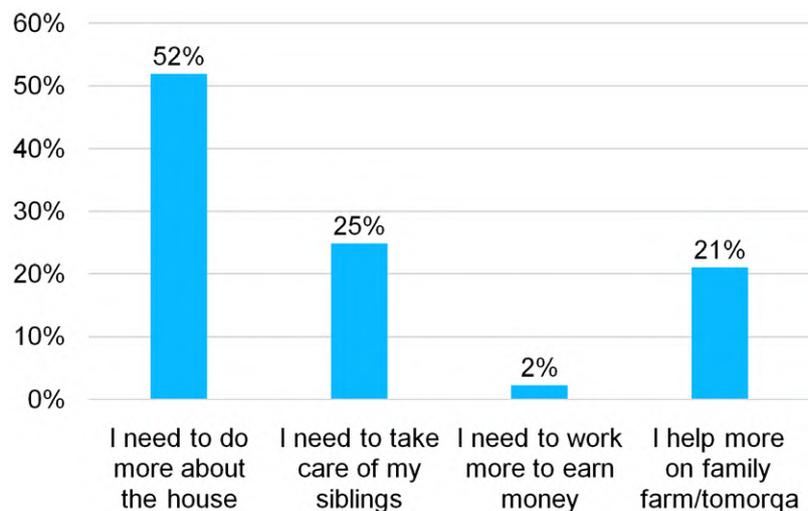
According to quantitative data, about 33 per cent of children reported they had to take additional responsibilities since the migration of their parents and this is mainly related to housework, babysitting, helping on a family farm and taking care of siblings.

**Figure 64.** Additional responsibilities of left-behind children since parental migration

Children left behind had to take on more responsibilities since parent(s) have left (702 children)



Additional responsibilities of children left behind since parental migration (230 children)



Out of 33 per cent of children who stated they have more duties after parents left: 52 per cent do more work at home, 25 per cent look after siblings, 21 per cent help at family farm and 2 per cent said they have to earn money.

Qualitative data confirms these observations. Children’s daily routines change when parents leave. The departure of parents leads to more household chores falling on the shoulders of children. Living with relatives often obliges children left behind to participate in household work. The range of their duties can be quite broad: caring for livestock, helping to grow vegetables and fruits in the

garden, cleaning the house, sweeping the yard, washing clothes, preparing food, etc. In general, according to approximate estimates of the children themselves, they spend two-three hours a day on such work.

Children themselves do not consider this extra work as a problem that interferes with their studies or other aspects of life. It should be noted that the children interviewed are adolescents, and for them performing some adult duties may be in line with their developmental role of becoming more autonomous, mature and capable of taking care of themselves and others. The quantitative data suggests that among those children who face more responsibilities/ duties after parents left, there are more children than expected with improved school performance and improved mood after parent(s) left (chisq. = 11.14, df = 2,  $p < 0.01$ , Cramer's  $V = 0.13$ ).

### *Attitudes towards early marriage*

In accordance to the recent Presidential decree No. PP-4296 of 22.04.2019 on "additional measures to further strengthen guarantees of the rights of the child", the minimum age for marriage for females is 18. According to the current legislation however, (article 15 of the Family Law), men can marry from the age of 18 and women from the age of 17. It should be noted that the Family code states that in the presence of valid reasons or exceptional cases (pregnancy, child birth, statement of a minor to be fully capable "emancipation") the khokim of the district or the city is in position to endorse reduced marriage age by one year only at the request of persons wishing to marry. It is not yet known whether this paragraph will be kept after legislative changes or amendments have been made.

Official statistics of Uzbekistan in 2018 shows that early marriages mainly refer to girls.

**Table 5.** Early marriages among girls and boys under 18 in Uzbekistan in 2018

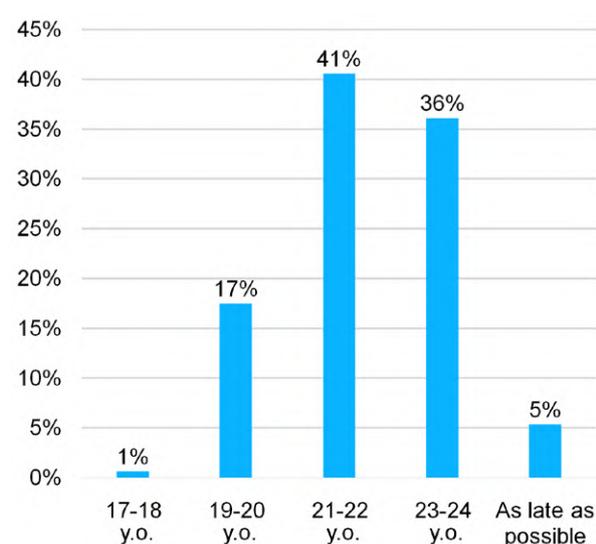
Region	Girls	Boys
<b>Republic of Uzbekistan</b>	<b>4786</b>	<b>1</b>
Republic of Karakalpakstan	60	-
Andijan region	420	-
Bukhara region	223	-
Jizzakh region	76	-
Kashkadarya region	642	-
Navoi region	35	-
Namangan region	261	-
Samarkand region	1742	1
Surkhandarya region	352	-
Syrdarya region	62	-
Tashkent region	242	-
Fergana region	355	-
Khoresm region	108	-
Tashkent city	208	-

**Source:** State Statistics Committee of the Republic of Uzbekistan. Data for 2018

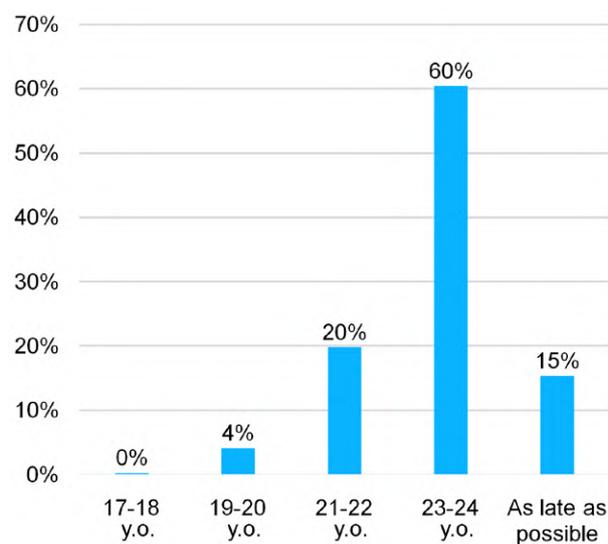
Most of children said that appropriate age for marriage is 23-24 years old (49 per cent) or 21-22 (30 per cent). Another 10 per cent of children said “the later, the better.” Less than 1 per cent chose option “17-18”, 10 per cent chose 19-20 years old. Girls tend to think a slightly younger age appropriate for marriage than boys (19-20 and 21-22 compared to 23-24 and “the later, the better”).

**Figure 65.** Preferable marriage age. Opinion of children

*Marriage age for girls (338 children-girls)*

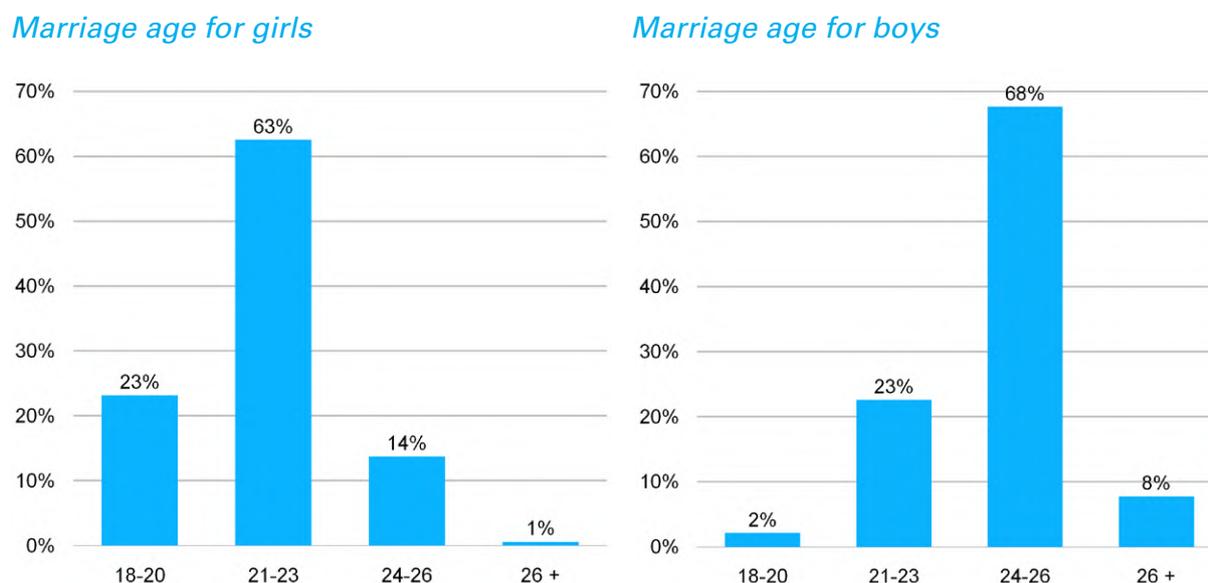


*Marriage age for boys (364 children-boys)*



Caregivers say that for girls the age range between 21-23 is the most appropriate age to get married (60 per cent), the second choice is 18-20 (22 per cent), only 16 per cent choose option “24-26”. For boys, caregivers stated slightly older ages: 24-26 (69 per cent), followed by the age range of 21-23 (21 per cent).

**Figure 66. Preferable marriage age. Opinion of caregivers**



There is also a significant difference in the opinions of caregivers relating to boys depending on whether they live in urban or rural areas; (chisq. = 27,204, df = 3,  $p < 0.001$ , Cramer's V = 0.228). In urban areas, caregivers choose older ages for boys as appropriate than they do in rural areas. The same pattern can be observed for girls in one category – 24-26 years old.

Though overall statistics show the occurrence of early marriages in Uzbekistan and the Government is taking measures in this regard, our study revealed no early marriages or any preferences to early marriages. Both caregivers and children largely report the preferable age for marriages for both girls and boys to be within the age range of 21-26.

#### **4.7. Awareness, access, and satisfaction with social services of migrant families with children**

In this chapter we illustrate the level of awareness of different social services, access to them and satisfaction with their effectiveness. Analysis of the qualitative data reveals the experience of caregivers of the available social services in their area. However, this mainly refers to social allowances.

In order to receive social allowances (these include allowances for families with children up to 14 y.o., for child care (up to 2 y.o.), and material support for low-

income families) an average monthly total income per family member should not exceed 1.5 times the average monthly minimum wage (223, 000 UZS since 1 August 2019) or equal to 334, 500 UZS.

The total family income considered in calculating the average monthly total income includes the following income earned by family members:

- income in form of remuneration;
- property income;
- income of an individual entrepreneur;
- money transfers from family members working or doing business abroad.

At the same time, it is difficult to prove to the special commission in makhallas that income from remittances to the family is not always enough or sent regularly. According to present regulations, the commission requires the provision of a certificate from commercial banks on the absence of money transfers to these families within the last 3 months before any eligibility is endorsed. As a result, families who need social benefits cannot be put on waiting lists for social allowances.

At the same time, UNICEF research in Uzbekistan in 2018 <sup>72</sup> showed that social allowances coverage for low-income families, including children, was quite low <sup>73</sup>. The study indicates that "children and youth make up almost 60 per cent of the population of the country. At the same time, the poverty rate among children is higher than among adults. Only 17 per cent of families from low income households with children receive childcare allowances. Due to insufficient funding, the impact of current programmes remains minimal. For example, child allowances have reduced the overall poverty rate by only 8 per cent. The poverty rate among children under 15 is 1.5 times as high as it is among adults." The money transfers received by individuals in Uzbekistan are incomes exempted from taxation, but nevertheless subject to obligatory declaration.

According to the Decree of the President of 5.07.2018 "On additional measures to improve the external labour migration of the Republic of Uzbekistan", starting from August 1, 2018 citizens engaged in work abroad are encouraged to voluntary contributions to the Pension Fund to an amount of 4.5 times the minimum wages per year, (accounted for by the record of work for a migrant towards future pension eligibility).

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<sup>72</sup> *Investments to the Future of Uzbekistan. Social protection of children and families in Uzbekistan.* Report, UNICEF, 2018.

<sup>73</sup> UNICEF, Uzbekistan Country Office. Only 17 per cent of needy families with children receive social allowances <https://podrobno.uz/cat/obchestvo/yunifef-v-uzbekistane-tolko-17-semey-p/>

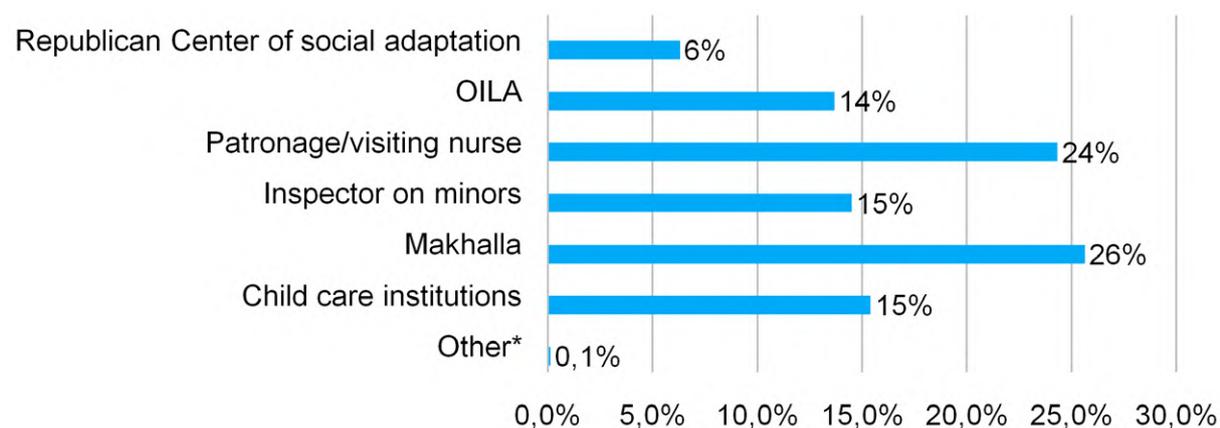
Low-income families in Uzbekistan apply for social allowances; if they meet the requirements, they are allocated allowances from 6 to 12 months depending on the type of allowance (“Strengthening Social Protection System in Uzbekistan” World Bank Project, 2018). In addition to the social allowances, the following support is available for low-income families:

- 1) local self-government bodies allocate material support or food packages to low-income families;
- 2) support by sponsors or volunteers in form of food packages, clothes and books;
- 3) support by schools in form of winter clothes and free books.

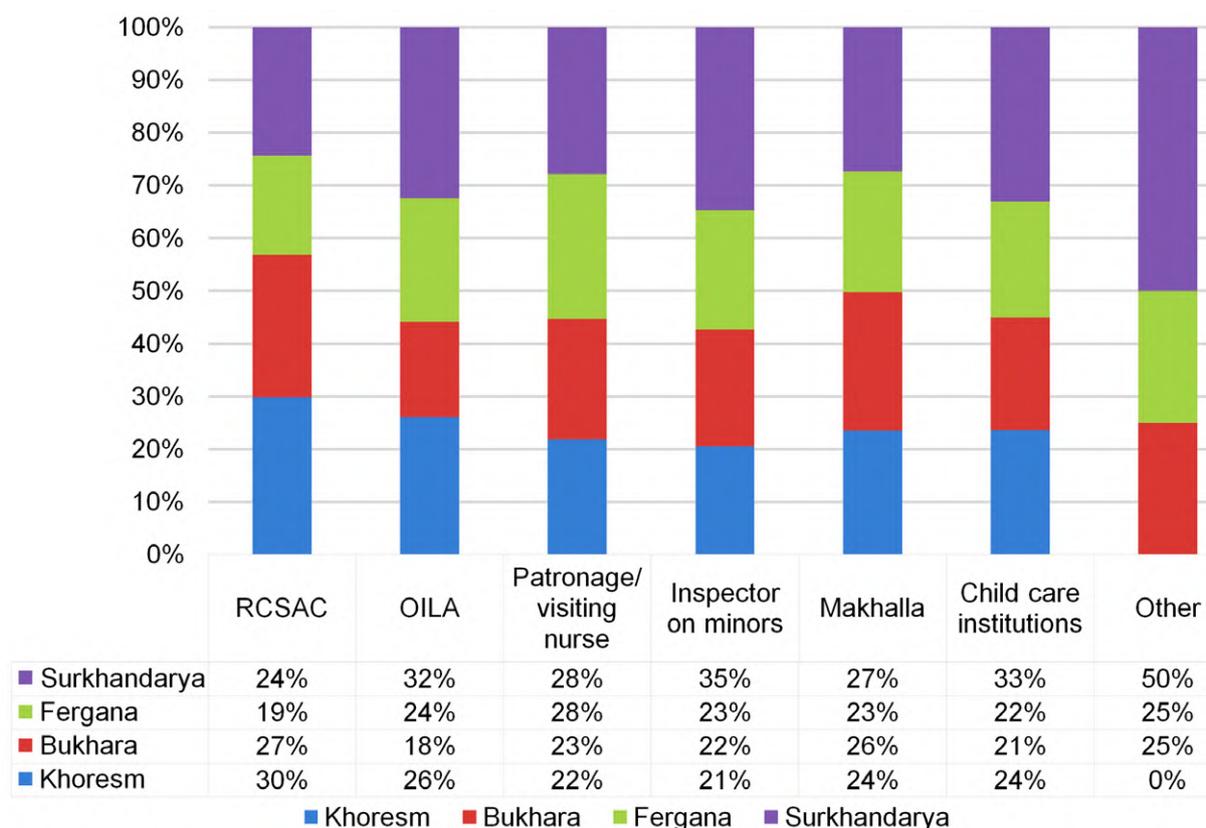
Although most caregivers say they do not know about social services provided for children (only 28 per cent know about them), they are familiar with most of the existing centres (*see Figure below*). About 6 per cent know about the Republican Center of social adaptation, almost a sixth (14 per cent) know about OILA and about the Inspector on minors (15 per cent) and of Child care institutions (15 per cent). Most respondents know about patronage/visiting nurses (24 per cent) and about available support in makhallas (26 per cent).

**Figure 67 A.** Awareness of social services, caregivers.

*Do you know of the following social services in relation to children and family? (per cent)*



**Figure 67 B. Awareness of social services, caregivers.**



**Source:** Caregivers (N valid = 1016).

19 per cent of caregivers received social support from various services and all of them state they are satisfied with the service.

*“We have such cases when guardians come and ask for help ... Mother [who left the country to earn money] does not send money, father [in second marriage] is not interested in the child, old people live on retirement, three grandsons, they need to be dressed and fed. We cannot help them, because there is no such law ... just to advise that they ask for help from the mahalla committee to provide material assistance.” (KII, Khorezm, urban, Employee of the Regional Center of Protection and Guardianship, female)*

The social institution of “sponsorship” becomes important when the State provides material support indirectly, negotiating sponsorship for specific families with private entrepreneurs (for example, farmers in villages help with natural products, providing clothes, or giving money).

*“We have children from low-income families whose parents have gone abroad under the special supervision of the board of trustees and sponsors, and there are 25 such families. In total, there are 43 minor children of school*

*age and younger.” (KII, Surkhandarya, rural, Chairman of the Women's Committee and Deputy Khokim, female)*

There are four categories of social services that work with migrant families with children:

- institutions that work with migrants, including employment centers and legal advice and migration agencies outside Uzbekistan;
- the Commission on minors and state guardianship and trusteeship authorities;
- institutions in the health sector, including the services of patronage nurses and psychological counseling;
- institutions providing financial support to the poor, such as mahalla committees and khokimiyats, as well as centres that work with women, youth, families, etc.

There are institutions that work purposefully with migrants and their families, without a focus on minors. These include employment centres and legal advice and migration agencies outside Uzbekistan. The scope of work of employment centres (State labour exchanges and private migration agencies) involves: registration of traveling and visiting citizens of Uzbekistan, prevention of violation of labour rights of migrants, assistance with returning home (including the purchase of tickets), assistance with employment after return.

In the territory of the Russian Federation, the Representative Office of the Agency for External Migration under the Ministry of Employment and Labour Relations of Uzbekistan conducts its work. This organization advises on the labour rights of migrants in Russia, helps migrants from Russia who want, but cannot return to Uzbekistan and facilitates the transfer of the bodies of deceased migrants to their families.

*“Now an Uzbek Migration Agency has opened in Moscow ... to help migrants who work there if anything happens to them.” (KII, Fergana, urban, health officer, male)*

Experts also note the importance of free legal advice on family laws. This is important in relation to divorces, one cause of which is migration.

*“If there is a divorce or family disagreement between the husband and the wife in the family, after returning from work ... there may also be problems with the division of property. And ... they need to be given legal advice. And I recommend ... to exempt migrants from paying for these services.” (FGD, Surkhandarya, urban, service provides, mixed)*

According to experts in FGD and KII, children in migrant families are considered a vulnerable group. The absence of one or both parents adversely affects their behaviour and future trajectories. The responsibilities of psychologists include addressing behavioural problems among adolescents, preventing crime and offenses, and providing psycho-social support. Counseling is provided by school psychologists or deputy directors for educational work.

*"[So that there are less negative psychosocial influences on migrant's children,] they need more psychological support... They do not know with whom to share their problems, even here we take a simple example, the girl has a menstrual cycle, she should share with someone, with someone close with a teacher, for example. Maybe with a class teacher." (KII, Fergana, urban, employee of the Republican Center for Social Adaptation of Children, female)*

Caregivers of children left behind do not always feel they have the right to contact psychological counseling services. They say that this can humiliate a child. Therefore additional educational work with the population and with specialists is needed to provide services to vulnerable groups, employ people with appropriate qualifications, and encourage vulnerable groups of people to apply for services they are eligible for.

According to experts from social services, parental migration is considered as a factor pushing a child to commit offenses.

*"Last year most of the crimes committed by non-adults were committed by children left behind, some had one parent working away from home, others both parents working abroad." (KII, Bukhara, rural, inspector of minors, male)*

State guardianship and trusteeship authorities ensure that children left without care are taken to the families of their relatives or placed in orphanages. They are the only ones who note that there is a tendency among labour migrants to leave their children with unfamiliar people or relatives who cannot guarantee a decent life for the children.

*"Both mother and father are leaving. Children can do nothing. Both spouses abandon their children and leave. We say leave to the care of someone. But no one wants to watch three children. [These are school-age children. One ninth grader, the other two 3-4 grade.] There is a tendency to leave children." (FGD, Fergana, urban, service provides, mixed)*

Health care institutions consider migration as a source of sexually transmitted diseases, and because of this try to keep records of migrant families. The main

direction of their activity in this regard is to record adults entering the country and have them to take medical examinations and blood tests immediately upon returning to Uzbekistan. Experts in KII and FGDs also state that unprotected sex with a partner who recently returned from migration is the main reason for the increased prevalence of HIV.

The patronage nurse has an important role to play in providing health services in areas with no or limited healthcare facilities. Such nurses collect information on migrants by making regular visits to the population and visiting up to 150 households each month.

As regular visits are made, and households are recorded, any migrants in the family will be noted, as well as their living conditions and other circumstances. But then this information is transmitted by State institutions to employees of relevant institutions and not acted upon independently.

*“There is always information about who is going where and who is coming from where, whose children have been left unattended, whose children can commit a crime ... In such matters, mahalla committees help us, we can say that they are our eyes on the ground ... [More help] Nuroniy Foundation, Union of Youth, district Women’s Committee.” (KII, Bukhara, rural, inspector of minors, male)*

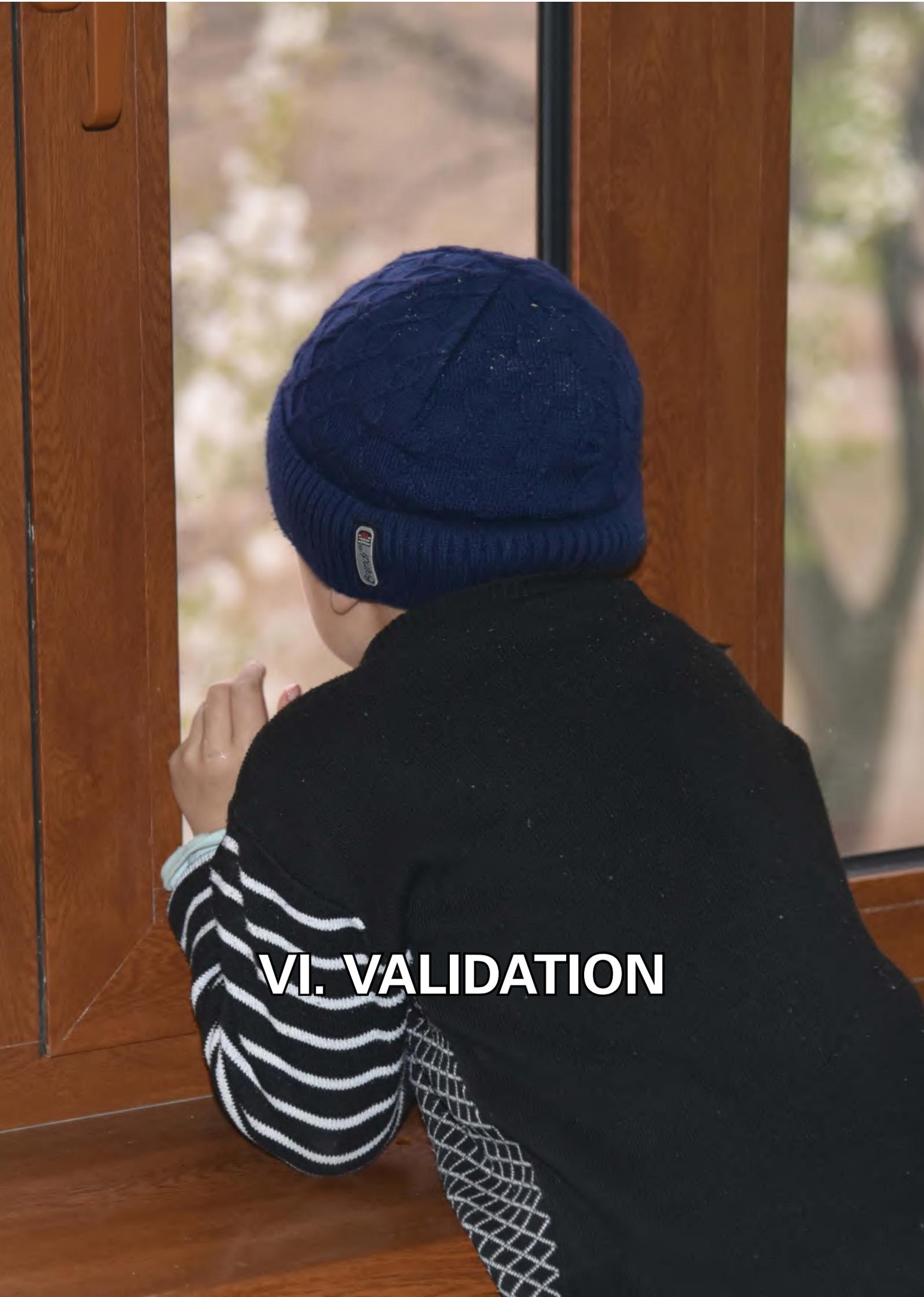
When it comes to social services, people are mainly aware of makhalla and patronage nurses. More awareness campaigns through mass media on child protection services and support for migrants’ households should be organized to mobilize other community resources.



## **V. LESSONS LEARNED**

Several lessons emerged from this study related to project implementation modalities.

- Addressing labour migration in Uzbekistan is directly linked to the creation of job opportunities in the minds socially vulnerable migrant households and their communities.
- In the future, similar projects should include a stronger awareness building component about the benefits and importance of the social protection systems as the functions of social protection and support services are perceived as Government financial support for low income households.
- Social protection systems are perceived as secondary to the creation of jobs, income generation and self-sufficiency, especially when they are unable to provide an adequate level of support with this regard.
- In rural areas where the social infrastructure is rather poor, remittances have limited the impact on health and education outcomes of children affected by migration
- There is a need to improve the system of social protection and monitoring mechanisms at the national and regional level by allocating resources to support social protection programmes for low-income families.
- The lack of nationwide reliable data on labour migration is a major drawback to addressing the needs of families and children affected by migration.



## VI. VALIDATION

The study was implemented through an inclusive consultation process targeting Government, non-Governmental organizations, law enforcement and social services in close coordination with UNICEF Uzbekistan country office. After the fieldwork and data analysis, the preliminary results of the study were documented and presented during a validation workshop for partners from WCU and other project stakeholders working in social services, academia and governance. The validation workshop and presentation, organized with the support of UNICEF Uzbekistan, was a key event not only to discuss the key findings in the study but also collect policy level recommendations using a participatory approach. Another high-level advocacy meeting was held at the end of November 2019 with project partners. This event helped the research team to elicit policy level recommendations from project partners including representatives from government and non-government organizations.



**VII. KEY CONCLUSIONS  
AND RECOMMENDATIONS**

## **General conclusions**

Labour migration from Uzbekistan has recently become a life strategy for millions of people. While migration can be considered as a coping mechanism for families to overcome economic challenges that are often caused by unemployment, it also can have detrimental effects on education, health and the social status of children affected by migration process.

This study and broader research reveal that most of the migrant workers from Uzbekistan do have children but prefer travelling alone, leaving children in the care of the other parent or extended family, or in some cases placing them into institutional care. This indicates that most migrant workers perceive their stay abroad as temporary and maintain close ties with their family and local community, assuming that they will eventually return to their homeland. However, in many cases migration is circular and becomes a way of life for families for a long period of time.

## **Characteristics of migrant households**

This study revealed the following patterns in the characteristics of households with children left behind from the four studied regions of Uzbekistan:

- In the majority of migrant households at least two children are left behind.
- Among the family members leaving for work abroad fathers are largely prevailing. Most migrant workers tend to stay abroad for a longer period of time (more than 9 months), rather than migrate as seasonal workers.
- In 95 per cent of cases, family members are currently working away from home. For most families, this is a repeated migration.
- There is a larger share of younger children left behind (65 per cent of studied children are 0-10 years old).
- The main destination country of the migrant workers from Uzbekistan is Russia. However, a small portion of families also choose Turkey and Kazakhstan as their destinations to find employment.
- The absolute majority of migrant workers in Uzbekistan leave for economic reasons. Interestingly, it is not the lack of jobs, but rather a low-income level which does not allow them to have a decent living standard, that was the main driver of migration in the four regions. Most of the respondents in this study (80 per cent) come from rural areas.

- The majority of migrant workers from Uzbekistan tend to work in lower-paid jobs in the countries of destination. Most of them do not have higher education. Previous reviews also suggest that migrants have become younger over the past decades, as well as less educated and less fluent in Russian.

### *General effects of migration on children*

Generally, more families believe that the positive impacts of migration greatly outweigh the negative ones. The remittances sent back by family members working abroad can reduce the economic vulnerability of families left behind. The study reveals that with the help of financial transfers families can afford better living conditions, educational materials, health care, etc.

However, it is not yet confirmed whether the remittances are sufficient to address the families' needs in full, especially those related to children's psychological well-being. Because of parental migration, children left behind may suffer the consequences of family disruption, receive insufficient care and face the risk of being institutionalized. This can especially affect children's psychological and emotional health. In some cases, children may also find themselves responsible for tasks normally completed by adults such as taking care of siblings, housework, and agricultural work, which can interfere with children's education and leisure activities.

### ***Specific conclusions related to children's well-being and access to services***

#### *General availability of statistics and evidence*

The existing data on labour migration in Uzbekistan is scarce and no research has been done to understand the effects of labour migration on families and children. Although the Government of Uzbekistan has taken steps to improve the rights of migrant workers (i.e. establishing adaptation centres for migrants, signing agreements to legalize migrant workers in Russia and Kazakhstan), the efficacy of these measures is yet to be seen.

At the moment, there are no official statistics on children left behind collected in Uzbekistan. The State Statistics Committee of the Republic of Uzbekistan, together with the Ministry of Internal Affairs, keeps records of population emigration according to arrival and departure sheets, i.e. associated with a permanent change of residence. The "Makhalla Committees" are also trying to keep statistics

on families who have migrant workers, but the reliability of such data is dubious due to the chaotic and circular nature of labour migration. Furthermore, these databases usually do not include specific data on children and key characteristics of the households (such as guardianship arrangements), which would be key to understanding the possible needs and challenges these families face.

As a consequence, there is no effective mechanism to identify the scope and the needs of children affected by migration and to ensure that such children are referred to relevant agencies when needed.

**Recommendation 1:** There is a need to improve and strengthen the national statistical system in Uzbekistan in order to provide regular and reliable data on migration, against a set of key indicators, among others covering the situation of families and children affected by migration. Reliable statistics are essential for measuring progress in reaching development goals and providing essential information about the effectiveness of policies and programmes.

**Recommendation 2:** The Makhalla Committees should be strengthened and empowered to collect more detailed data on migrant households, following standardized national monitoring guidelines.

**Recommendation 3:** The Government of Uzbekistan should encourage and fund more national large-scale studies to understand the scope and consequences of labour migration for children and families. For example, specific focus should be paid to children left behind who are placed in institutional care and children affected by migration who became victims of violence and abuse.

### *Childcare arrangements*

When fathers migrate, mothers are usually the primary caregivers of children. Kinship care is the most common arrangement for children when both parents migrate. Typically, grandmothers are the ones taking care of children left behind. There is some evidence indicating a growing number of cases of children left behind who are placed into institutional care; however, this study did not cover such children and further research is necessary to understand the scope of the issue and specific challenges these children face. Nevertheless, about 3 per cent of all caregivers in the survey think children can be placed to childcare institutions until parents return; this concerns children with disabilities and chronic diseases.

Within local cultural norms, it is customary for relatives to take care of children left without parents, without formalizing care arrangements. In this study the quarter of families had both parents working away from home, meaning that

children are in the constant care of the extended family. The main reasons for not formalising the relationships between children and main caregiver were mostly lack of awareness of the importance of such arrangements and the consequences that can follow a lack of formalised care; poor understanding of the process for formalising guardianship; the lengthy and complicated registration process; and the occurrence of corruption.

Even though informal care by the extended family is a widely accepted practice in Uzbekistan and does not seem to cause significant barriers when accessing services at the local level (as all the service providers are aware of such arrangements).

**Recommendation 1:** There is a need to encourage families with children left behind to formalise care by the extended family. Some of the measures that can help nudge the population include:

- Organising awareness raising and education campaigns among families and communities on the benefits of formal guardianship and negative consequences of the lack of it
- Providing support to caregivers during the registration process and document collection
- Simplifying procedures for the formalisation of guardianship
- Providing legal support and consultations

**Recommendation 2:** It is important to strengthen the legislative framework to support and implement case management in social service provision to families, including those with children affected by migration.

### *Material well-being of children left behind*

Families of migrant workers tend to live in poor conditions and heavily rely on the migrant family member providing financial support. Only 19 per cent of studied households have central heating and only half of the households have access to running water.

The main source of income for most households are financial transfers by migrant family members. Many families do not have other sources of stable income. Only 16 per cent caregivers had employment and 19 per cent also had a pension or other social benefits. In this context, most household income is spent on covering basic needs, such as food, clothing and fuel. Other types of expenses, such as study materials for children, more diversity in clothing and medication are often not affordable for households with children left behind.

Interestingly, the study findings suggest that families with migrant fathers are likely to be slightly better-off financially. This can be explained that males may have more earning capacity than females in labour receiving countries. It can mean that male migrants are likely to earn more abroad and send larger amounts of remittances back home to their families.

The study also provides some support for the hypothesis that households with larger numbers of dependent children have more difficulties in affording certain items of expenditure (e.g., school materials). The same is true for the households with older children (more than 11 years old), which can be also explained by the growing amount of education expenses for children in higher grades.

Even though there are provisions on social support and allowances for low-income families in Uzbekistan, many of them do not have access to this support, either due to the lack of information and awareness about the possibilities or difficulties in proving the need and eligibility for such support. It is often complicated for families to prove that income from remittances is not regular and reliable, and, as a result many of them fall outside of the system.

Furthermore, due to the overall insufficient funding allocated to social protection in Uzbekistan, the impact of current social support programmes remains minimal.

**Recommendation 1:** There is a need to improve the system of social protection in Uzbekistan at the national and regional level, by allocating more adequate resources to support programmes for low-income families and improving the monitoring mechanisms tracing the impact of such programmes.

**Recommendation 2:** It is important to increase outreach to low-income families by key institutions supporting vulnerable populations and children in particular, as well as to raise awareness among local communities on the availability of different social benefits and the eligibility requirements to apply for them.

**Recommendation 3:** People should be better informed about employment opportunities in their own country/community before they make a decision to migrate. The number of domestic factories, and farm and non-farm enterprises, is increasing – as is the demand for labour inside the country, but people are not always informed about the opportunities or do not have sufficient skills. The information about available positions should be better delivered and vocational training could be organized for people who are considering migration, especially for women with children.

**Recommendation 4:** Programs to promote female employment and entrepreneurship could enhance the employability of female members of migrant household and increase the income levels of families with children left behind.

### *Health and nutrition of children left behind*

Children left behind in surveyed migrant households usually do not experience problems with their nutrition and have a well-balanced diet, though their food intake might not always consist of hot meals. Consumption of different food groups in the study's sample population seems to be in line with the overall dietary needs of Uzbek population, as reported in the Global nutrition report. However, 3 per cent of families experience food shortages and usually these are the ones that do not have other sources of income than remittances. In this case, the cause for food shortages can be related to the frequency and regularity of financial transfers by family members in migration.

The study did not reveal any issues in general health of children left behind, except for seasonal sickness. However, increased household workload for children as a result of parental migration can be associated with slightly poorer self-reported health (in such cases, children tend to report 'fair' health, rather than 'good' health).

Most of the families with children left behind have regular access to healthcare when in need. For those who do not (3 per cent of caregivers), it is usually due to the overall availability of good quality health services in different parts of the country, especially in remote areas, rather than due to labour migration.

However, not all migrant households can afford necessary medication (this was especially pertinent for families with migrant mothers) due to the low income of these families and the generally high cost of medicine.

One quite alarming issue revealed by the study is the level of vaccination among children left behind. The study noted that many babies under 1 year were unvaccinated. Further studies are necessary to understand the scope of the situation and whether this is pertinent to particular groups of children, such as children affected by migration.

**Recommendation 1:** There is a need to improve the overall access to healthcare services across Uzbekistan, providing better outreach for families located in remote areas. Mobile medical units and health training of community members in each area could be a solution.

**Recommendation 2:** Hepatitis A vaccine should be included into the mandatory vaccination calendar plan and be free of charge for all children.

### *Education of children left behind*

While all children left behind attend compulsory education, there are difficulties in accessing pre-school reported by the migrant households.

The study did not reveal any link between parental migration and children's school performance. Similarly, there are no serious problem of absenteeism or school dropout among children left behind covered by this study.

Half of children left behind attend extracurricular activities to supplement knowledge at school/college. Almost half of the children in the study are engaged in some form of sport activity, with football being the most popular followed by martial arts. Our analysis suggests that engagement in extracurricular activities can help improve school performance overall as well as the overall emotional well-being of children left behind. When children attended some extra-curricular activities, for more of them than expected, school performance improved after parental migration.

**Recommendation 1:** While the government's ambitious plans to achieve 100 per cent enrolment for 5- to 6-year-old children by 2021 is a positive development for strengthening human capital in future generations, more efforts are needed in this regard. Some of the measures to improve pre-school enrolment can include:

- Improve the coverage of pre-school services for children from 0 to 6 years old across the regions. Access to pre-school for younger children would increase mothers' employment opportunities.
- Providing subsidies to low-income families to access private services and obtain required vaccines.

**Recommendation 2:** It is recommended to provide diversity, affordability and access of non-formal education programmes across Uzbekistan, with well-trained professionals and consistent links with schools.

### *Psychological well-being of children left behind*

**Parental migration seems to take the greatest toll on children's emotional well-being**, the study results reveal. While remittances help economically, the absence of parents leads to higher stress levels, mood fluctuations and behaviour problems among children. The psychological well-being of children left behind is also most often reported to be negatively affected by parental migration in

international research <sup>74</sup>. Our analysis reveals that **parental migration takes a slightly higher toll on younger children.**

However, **in contrast to expectations, the migration of a mother is not necessarily related to the lowest levels of well-being aspects.** Instead, we found some support for the links between a father's migration and lower levels of children's emotional well-being: when children live without fathers, more of them report worsened mood, losing their tempers and feeling sad. Also, **emotional well-being decreases with the increase of duration of parental absence, and in families with lower income.**

Even though **the increased amount of housework** as a result of parent migration does not negatively affect school performance, it **has a negative impact on children's mood.**

**Recommendation 1:** Since migration has the biggest toll on children's emotional well-being it is crucial to develop and expand professional psychosocial support services for children affected by migration in schools, colleges and local communities. This support has to be age-sensitive, and tailored to the needs of young children, who are affected by parental migration to the greatest extent. Psychologists working in schools should be provided with additional training in how to work with a particular target group, such as migrants' children. A psychological hotline could be useful for both caregivers and children in migrant households.

**Recommendation 2:** Psychological support can be integrated into non-formal education provision, as this has been identified as one of the most effective measures to improve the emotional well-being of children whose parents are living and working away from home.

**Recommendation 3:** It is also key that migrant households receive additional support and guidance in managing their daily errands, so that no extra housework fall on the shoulders of children, which can deprive them from opportunities to take part in non-formal learning.

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74 Mazzucato, V., Cebotari, V., Veale, A., White, A., Grassi, M., & Vivet, J. (2015) *International parental migration and the psychological well-being of children in Ghana, Nigeria, and Angola*, *Social Science & Medicine* (132), 215-224, ISSN 0277-9536, <https://doi.org/10.1016/j.socscimed.2014.10.058>.

## *Child protection*

Our analysis demonstrates that caregivers tend to use different methods of child rearing and control. **7 per cent of children experience physical punishments. 3 per cent of children were hurt at home, and 6 per cent of children at school.**

One third of children have to take additional responsibilities since migration of parents and this is mainly related to housework, babysitting and taking care of siblings. Children themselves do not consider this extra work as a problem that interferes with their studies or other aspects of life. However, the analysis demonstrates that increase in house duties does affect children's mood in a negative way.

**Recommendation 1:** It is key to design a clear system of identification, assessment, and referral to social services for children at risk at schools and mahallas (including children in migrant households).

**Recommendation 2:** General education campaigns should be organised in communities in the topic of positive child rearing in mahallas (i.e., effective, nonviolent discipline techniques, encouragement and successful communication skills).

**Recommendation 3:** Comprehensive programmes and strategies on anti-bullying and ensuring safe learning environments in schools are needed.

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## Annex 2. Informed consent form for caregivers (survey)

### Introduction

You are invited to participate in a research project: “Protecting children affected by migration in Southeast, South, and Central Asia.” The study, conducted under the leadership of the Women’s Committee of Uzbekistan with technical support from UNICEF, is funded by the European Union. The data will be collected by a national research company, Al Mar Consultancy. The study objectives include assessing consequences of migration on children and preparing recommendations for the government to address possible negative impacts of migration. Your family was randomly selected from the lists of migrant households from mahalla. Your participation is voluntary, so you can choose not to participate without explaining any reasons. You can also refuse to answer any question if you do not want to answer without any consequences.

### Risks and benefits

There are no direct benefits to you from participation, however your opinion is important to help the government of Uzbekistan understand what problems children of migrants may have and how to address them. If you decide to participate in the survey, you will be asked questions in the form of interview, which will last approximately 60 minutes.

### Confidentiality

Your name, nor the name of participants from your household, will not be mentioned in any reports. However, there is a limit to confidentiality in an unlikely case when a child reveals information of some harm such as abuse and/or neglect. The research team will react adequately and report such cases for support and protection.

### Contact information to request additional information and/or file a complaint

If you would like more information about the study, or if you want to file a complaint, please contact the following people:

Key researcher	Organization	Contacts
Name and position at the organization	Republican Center of Adaptation of Children	All regions: Gelena Khurulnova tel: (+998) 71 281 5019;  Fergana: Muattar Madbabeva tel: (+99873) 244 5471, 2447914
Name and position at the organization	Al Mar Consultancy	Lubov Levantovskaya tel: (+998) 78 150 8887

### Written Consent:

I have read this information (or had the information read to me). I understand that any identifying information in connection to this study will remain confidential and will be stored separately from the rest of research data. If I choose to receive social support services, my contact information will be shared. I have had my questions answered and I know that I can ask questions later if I have them.

I agree to take part in the study.

\_\_\_\_\_  
Signature of the respondent

\_\_\_\_\_  
Date

### *Written Consent of the Caregiver*

With your permission, the child/children of your migrant family member can also participate in the survey. Children will be asked similar questions, so the interview will not exceed 40 minutes.

Your child's/children's participation will help the government understand the effects of labour migration on children in Uzbekistan. This interview will be confidential, and no information will be shared with third parties, unless there is an apparent risk of harm to your child and other children in the household. Our enumerators are trained to adequately react in case assistance and social support are required

Yes, I give permission for child/children under my care to participate in this study.

Child/Children \_\_\_\_\_

\_\_\_\_\_  
Caregivers' signature

\_\_\_\_\_  
Date

### *Social Support Services (Optional)*

If you choose to receive social support and referrals to social services, a social support coordinator from the Republican Center on Social Adaptation of Children will contact you to discuss further. In this case only we may share your contact information. Otherwise, you do not have to provide your contact information.

Full name \_\_\_\_\_

Phone number \_\_\_\_\_

## Annex 3. Informed consent form for caregivers (FGDs)

### Introduction.

You are invited to participate in a research project: “Protecting children affected by migration in Southeast, South, and Central Asia.” The study, conducted under the leadership of the Women’s Committee of Uzbekistan with support from UNICEF, is funded by the European Union. The data will be collected by a national research company, Al Mar Consultancy. The study objectives include assessing consequences of migration on children and preparing recommendations to address negative impacts of migration and enhance child protection system in Uzbekistan. You are invited to participate in the focus group discussion because your household was selected from the mahalla. Your participation is voluntary, and you can choose not to participate without explaining any reasons. You can also refuse to answer any question if you do not want to answer. The discussion will last for about an hour and a half with 8–10 adult caregivers and includes questions impacts of labour migration and socio-economic factors to name a few.

### Risks and Benefits

You will not receive any direct benefits for your participation; however, your participation can help the government of Uzbekistan to understand the impacts of migration on children and design programs to address negative impacts in the future. The discussion will be led by a moderator and an assistant will be present in the room, to take notes and help the moderator to guide the discussion.

### Confidentiality

Neither your name, nor the names of your household members, will be mentioned in any report concerning the study. However, there is a limit to confidentiality in an unlikely case when a child reveals information of some harm such as abuse and/or neglect. The research team is trained react adequately in case support and protection are required. The discussion will be audio recorded and all audio records will be identified by an anonymous digital code and stored in a protected cloud-based server. Only the analytical team will have access to the records. Moreover, all recorded materials will be deleted after the study.

### Contact information to request additional information and file a complaint

If you would like more information about the study, or want to file a complaint, please contact the following people:

Key researcher	Organization	Contacts
Name and position at the organization	Republican Center of Adaptation of Children	All regions: Gelena KhruInova tel: (+998) 71 281 5019;  Fergana: Muattar Madbabeva tel: (+99873) 244 5471, 2447914
Name and position at the organization	Al Mar Consultancy	Lubov Levantovskaya tel: (+998) 78 150 8887

If you agree to participate in the focus group, please sign this document. You will be provided with a copy of the document for your personal records. If you choose to receive

social support, a program coordinator from the Republican Center on Social Adaptation of Children will contact you to discuss further. In this case only we may share your contact information. Otherwise, you do not have to provide your contact information.

Name \_\_\_\_\_

Phone number \_\_\_\_\_

### *Written Consent.*

I have read this information (or had the information read to me). I understand that any identifying information in connection to this study will remain confidential and will be stored separately from the rest of research data. If I choose to receive social support services through the Republican Centre of social Adaptation of Children, only my contact information will be shared. I have had my questions answered and I can ask questions later if I have them. I understood the above and I agree to take part in the study.

\_\_\_\_\_  
Signature of the respondent

\_\_\_\_\_  
Date

### *Written Consent of the Caregiver for participation of child/children*

Your child is also invited to participate in the FGD that covers the same topic. With your permission, we would like to invite your child to join the discussion with other children of similar age. This FGD is confidential and nothing will be shared with the third parties unless there is an apparent risk of harm to your child and other children.

I have read this information (or had the information read to me). I understand that any identifying information in connection to this study will remain confidential and will be stored separately from the rest of research data. I have had my questions answered and I can ask questions later if I have them.

Yes, I give permission for child/children under my care to participate in this FGD.

Child/Children \_\_\_\_\_

\_\_\_\_\_  
Caregivers' signature

\_\_\_\_\_  
Date

Would you like to share your story with public through media –  YES  NO

If YES, please provide your name and phone number/contact info.

If YES, do you agree to provide photos when sharing your story –  YES  NO

If YES, we will need to ask your child/children if they wish to share their story and sign a separate consent form.

## **Annex 4. Informed consent form for service providers (FGDs)**

<b>Key researcher</b>	<b>Organization</b>	<b>Contacts</b>
Name and position at the organization	Republican Center of Adaptation of Children	All regions: Gelena Khrulnova tel: (+998) 71 281 5019;  Fergana: Muattar Madbabeva tel: (+99873) 244 5471, 2447914
Name and position at the organization	Al Mar Consultancy	Lubov Levantovskaya tel: (+998) 78 150 8887

### *Introduction.*

You are invited to participate in focus group discussion for representatives of governmental and non-governmental organizations, social services, staff of schools and colleges, representatives of both mahalla. The research project, "Protecting children affected by migration", is conducted under the leadership of the Women's Committee of Uzbekistan with technical support from UNICEF and is funded by the European Union. The objectives of the project include assessing the consequences labour migration on children and preparing recommendations for the government to address the negative impacts of migration.

The focus group will help the research team examine tasks, responsibilities and qualifications of practitioners working with child and social welfare systems in Uzbekistan to identify the needs of children and families affected by migration. Your participation is voluntary, so you can choose not to participate without explaining any reasons. You can also refuse to answer any question if you do not want to answer without any consequences. The discussion will last for about an hour and a half and during the discussion, you will be asked about your main roles in working with families affected by migration and what can be done to enhance social service provision.

### *Risks and benefits*

There are no direct benefits to you from participation, however your opinion is important to help the government of Uzbekistan understand what problems children of migrants may have and how to address them. Your views about the current situation and what you see as the way forward in strengthening the child protection system are important in this study. The results of the study will be used in designing policy recommendations and programs to enhance child protection system in Uzbekistan.

### *Confidentiality*

This study is anonymous, and neither your name, nor the name of participants from your household, will not be mentioned in any reports. However, there is a limit to confidentiality in an unlikely case when a child reveals information of some harm such as abuse and/or neglect. The research team will react adequately and report such cases for support and protection. We have developed a series of structured questions which we will ask the group during the discussion. In addition, we may introduce some probing questions when something is not clear to us or to encourage you to reflect more deeply

on the question we have asked.

The discussion will be audio recorded and all audio records will be identified by an anonymous digital code and stored in a protected cloud-based server. Only the analytical team will have access to the records. Moreover, all recorded materials will be deleted after the study.

*Contact information to request additional information and file a complaint*

If you would like more information about the study, or want to file a complaint, please contact the following people:

FGD with representatives of service providers conducted by: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

Location: \_\_\_\_\_

Designation of the FGD participant: \_\_\_\_\_

Organization represented: \_\_\_\_\_

*Written Consent*

I have read this information (or had the information read to me). I understand that any identifying information and the recorded materials in connection to this study will remain confidential and will be stored separately.

I agree to take part in the FGD.

\_\_\_\_\_

Signature of the respondent

\_\_\_\_\_

Date

## **Annex 5. Informed consent form for expert interviews (KIIs)**

### *Introduction.*

Thank you for agreeing to participate in this discussion as part of the research project “Protecting children affected by migration” The interview will focus on your role in this organization (Guardianship and Trusteeship/Commission on Minors/other) to understand what your job is, what are the strengths and challenges of working in your organization and what you know about children and families affected by migration. The study, conducted under the leadership of the Women’s Committee of Uzbekistan with technical support from UNICEF, is funded by the European Union. The government of Uzbekistan is interested to understand more about child protection services for children and families affected by labour migration, so that they can better address vulnerabilities and the negative impacts of migration. The Interview may take about 1 to 1.5 hours.

The interview will include structured questions, including questions about sources of income and the role of remittances, views on education, access to healthcare, economic activity, psycho-social effects, and access to social services to name a few. In addition, we may introduce some probing questions when something is not clear to us or to encourage you to reflect more deeply on the question we have asked. We will take notes of your responses and we will explain what people think in a report, but we will not mention any names. Your participation is voluntary, so you can choose not to participate without explaining any reasons. You can also refuse to answer any question if you do not want to answer without any consequences

### *Risks and benefits*

You will not receive any direct benefits for your participation in the study. However, the results of the study will be used to develop policies and programs to enhance child protection system in Uzbekistan. The goal of the project is to prepare recommendations for the government based on research findings on impacts of migration and your participation is important in this study. We are also happy to hear your views about the current situation and what you see as the way forward in strengthening the system

### *Confidentiality*

All interviews are anonymous, and your name will not be mentioned in any report concerning the study. Your interview will be audio-recorded; however, this is not a requirement for participation in the study. All audio records will be identified by an anonymous digital code and stored in a protected cloud-based server. Only the analytical team will have access to the records. Moreover, all recorded materials will be deleted after the study.

*Contact information to request additional information and file a complaint*

If you would like more information about the study, or want to file a complaint, please contact the following people:

Key researcher	Organization	Contacts
Name and position at the organization	Republican Center of Adaptation of Children	All regions: Gelena Khrulnova tel: (+998) 71 281 5019;  Fergana: Muattar Madbabeva tel: (+99873) 244 5471, 2447914
Name and position at the organization	Al Mar Consultancy	Lubov Levantovskaya tel: (+998) 78 150 8887

KII conducted by: \_\_\_\_\_

Date: \_\_\_\_\_ Location: \_\_\_\_\_

Designation of Key Informant: \_\_\_\_\_

Organization represented: \_\_\_\_\_

*Written Consent.*

I have read this information (or had the information read to me). I understand that any identifying information and the recorded materials in connection to this study will remain confidential and will be stored separately.

I agree to take part in the KII.

\_\_\_\_\_  
Signature of the respondent

\_\_\_\_\_  
Date

## Annex 6. Informed consent form for children (FGDs)

### Introduction.

Dear friend! You are invited to participate the group discussion about “Protecting children affected by migration”. We are doing a study about **children from families with adult members who left for their communities for earnings**. We would greatly appreciate your participation in Focus Group Discussions, where you will join the discussion with other children of similar age to talk about people leaving their homes for earning and possible impacts of parental absence. The discussion will be led by the presenter. An assistant will also be present in the room, to take notes and to help the presenter to guide the discussion.

We have asked your parent (caregiver) if it is OK to invite you for discussion and they have given their permission. Your participation is entirely voluntary, so you can choose not to participate in the discussion and can stop participation at any time. You can also refuse to answer any question if you do not want to answer.

### Risks and Benefits

There are no direct benefits to you from participation, however your opinion is important to help the government of Uzbekistan understand what problems children of migrants may have. As such, your opinion is very important as it will help the government to improve social services for children affected by migration.

### Confidentiality

Your name will not be mentioned in any report, so any information you provide will be confidential. However, there is a limit to confidentiality if there is an obvious risk of harm to you and others. We would like to audio-record the discussion in order not to miss any important information, ideas or suggestions expressed during the discussion. All the recorded materials will be used for the study purposes and will be deleted after the study is finalized. No recorded materials will be shared with other parties under any circumstances. Before you decide to participate, you may also choose a nick name or another name such as your favorite actor.

### Contact information to request additional information and file a complaint

If you would like more information about the study, or want to file a complaint, please contact the following people:

Key researcher	Organization	Contacts
Name and position at the organization	Republican Center of Adaptation of Children	All regions: Gelena Khruhnova tel: (+998) 71 281 5019;  Fergana: Muattar Madbabeva tel: (+99873) 244 5471, 2447914
Name and position at the organization	Al Mar Consultancy	Lubov Levantovskaya tel: (+998) 78 150 8887

If you feel that you need help to discuss what social services you can get, you can contact the Republican Center of Adaptation of Children, or any other organizations in this leaflet. You will be provided with a copy of the document for your records.

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You will be provided with a copy of the document for your records <sup>75</sup>.

*Written assent of the Child*

I have read this information (or had the information read to me). I understand that any identifying information in connection to this study will remain confidential and will be stored separately from the rest of research data. I have had my questions answered and I can ask questions later if I have them.

I agree to take part in the study.

---

Signature of the respondent

---

Date

Would you like to share your story with public –  YES  NO

If YES, please provide your name and phone number/contact info.

If YES, do you agree to provide photos when sharing your story –  YES  NO

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<sup>75</sup> A list of nonprofit organizations and social support services in the area to be provided.

## Annex 7. Informed consent form for children (survey)

### Introduction.

Dear friend! You are invited to participate the group discussion about “Protecting children affected by migration”. We are doing a study about **children from families with adult members who left for their communities for earnings**. A study is a way to learn more about people, so If you decide that you want to be part of this study, you will be asked to participate in the questionnaire for about 40 minutes. The interview will include questions about your family, education, daily routine, health, and plans for future at any location of your choice.

Whatever information you provide will be kept confidential and will not be shown to other persons, unless we see there is an obvious risk of harm to you and other children in the household. We have asked your mom or dad (caregiver) if it is OK to have interview with you and they have given their permission. Your participation is voluntary, and you can choose not to participate without explaining any reasons. You can also refuse to answer any question if you do not want to answer.

### Risks and benefits

There are no direct benefits to you from participation, however your opinion is important to help the government of Uzbekistan understand what problems children of migrants may have. You do not have to participate in the study if you do not want and can stop the interview at any time. You can also refuse to answer any question if you do not want to answer. (A benefit means that something good happens to you.)

### Confidentiality

Your name will not be mentioned in any report, so any information you provide will be confidential. However, there is a limit to confidentiality if there is an obvious risk of harm to you and others. You may also discuss your participation with anyone in your family before you decide. If you wish, you can also have your parent/caregiver to be present. Would you like your caregiver to be present during your interview?  YES  NO.

### Contact information to request additional information and file a complaint

If you would like more information about the study, or want to file a complaint, please contact the following people:

Key researcher	Organization	Contacts
Name and position at the organization	Republican Center of Adaptation of Children	All regions: Gelena Khurulnova tel: (+998) 71 281 5019;  Fergana: Muattar Madbabeva tel: (+99873) 244 5471, 2447914
Name and position at the organization	Al Mar Consultancy	Lubov Levantovskaya tel: (+998) 78 150 8887

If you feel that you need help to discuss what social services you can get in case of abuse and neglect, you can contact the Republican Center of Adaptation of Children, or any other organizations in this leaflet (A list of nonprofit organizations and social support services in the area will be provided).

If you agree to participate, please sign this document. You will be provided with a copy of this document for your records.

*Written Consent of the Child*

I have read this information (or had the information read to me). I understand that any identifying information in connection to this study will remain confidential and will be stored separately from the rest of research data. I have had my questions answered and I can ask questions later if I have them.

I agree to take part in the study.

---

Signature of the respondent

---

Date

## Annex 8. Survey questionnaire with primary caregiver

Thank you again for your participation in the survey. The results of the study will be used to develop policies and programs to support and protect children in Uzbekistan. The interview will last about 60 minutes. As I mentioned earlier, this interview is anonymous, and your name will not be mentioned in any report or document. However, your phone number will be shared with social support services coordinator only if you choose to receive counselling and referral to social services offered by the Republican Center of social Adaptation of Children.

The purpose of this interview is to understand how the labour migration of your family member has impacted your life and the life of children in the household. You may stop the interview at any moment and you may refuse to answer any question during the interview. Would you like ask me anything about the interview before you decide to participate?

For INT: *Migrant: A person who currently lives in a country other than the one he/she was born in and has lived there for at least three months and you are currently a prime caregiver for his/her child/children*

Questionnaire Number		□□□□
I	Interviewer code	____-____
II	Date of interview	____/____/202____ dd/mm/yyyy
III	Region	1. Khorezm    2. Bukhara 3. Fergana    4. Surkhandarya
IV	Settlement type	1. Rural      2. Urban
V	District name	_____
VI	Makhala Name	_____
VII	Respondent's name (Only the first name )	_____

Screening Questions	
A	Do you have a family member who worked outside the country/region for at least 3 months? 1. Yes <b>CONTINUE INTERVIEW</b> 2. No <b>STOP INTERVIEW</b>
B	Does this person have child/children living in this household? 1. Yes <b>CONTINUE INTERVIEW</b> 2. No <b>STOP INTERVIEW</b>
C	May we interview both the primary caregiver and the child? 1. Yes 2. No
D	Are you a legal/official caregiver to the child/children of your migrant relative(s) 1. Yes 2. No
E	Who of your migrant relative(s) in relation to child/children are currently in labour migration? 1. Mother of the child/children 2. Father of the child/children 3. Both mother and father 4. Other SPECIFY _____

F	Do you have parent(s) of the child/children that returned from migration in the last three months	<ol style="list-style-type: none"> <li>1. No, they have not yet returned</li> <li>2. Yes, the mother has returned</li> <li>3. Yes, the father has returned.</li> <li>4. Yes, both parents have returned</li> <li>5. Other</li> </ol> SPECIFY _____
G	When did the family member/s leave for labour migration?	<ol style="list-style-type: none"> <li>1. Within the last 3 months</li> <li>2. 6-9 months ago</li> <li>3. More than a year ago</li> </ol>
H	What type of employment does your migrant relative have? (Term) INT: Prompt, one answer.	<ol style="list-style-type: none"> <li>1. Seasonal/Short term (3-6 months)</li> <li>2. Medium term (6-9 months)</li> <li>3. Long term (9 months or more)</li> </ol>
I	What field is your migrant relative employed in? INT: Do not prompt Maximum 3 choices	<ol style="list-style-type: none"> <li>1. Construction</li> <li>2. Gardening/municipal beautification</li> <li>3. Agriculture/Farming</li> <li>4. Hospitality/Tourism (waiters, reception, room service.)</li> <li>5. Food/Restaurant (Cooks, waiters, dish washing/cleaning, etc.)</li> <li>6. Installation/Repair (car repair, air conditioning)</li> <li>5. Social services (Nany, baby sitters, caretaker etc.)</li> <li>6. Cleaning (Janitor, wipers, street sweepers, floor cleaning, etc)</li> <li>7. Transportation (Taxi, freight, courier services, moving)</li> <li>8. Production/Manufacturing (Factories, plants, etc)</li> <li>10. Sales (Supermarkets, grocery stores)</li> <li>11. Health/Medical (Ambulance, doctors nurses, caregivers, etc.)</li> <li>13. Other _____</li> <li>14. Do not know</li> <li>15. Prefer not to answer</li> </ol>
J	What is your relationship with child/children of the migrant parent(s)	<ol style="list-style-type: none"> <li>1. Mother (SKIP TO QUESTION 1)</li> <li>2. Father (SKIP TO QUESTION 1)</li> <li>3. Uncle</li> <li>4. Aunt</li> <li>5. Grandfather</li> <li>6. Grandmother</li> <li>7. Brother</li> <li>8. Sister</li> <li>9. Cousin</li> <li>10. Other SPECIFY _____</li> </ol>

Primary Caregiver and Household Characteristics		
1	Gender Do not ask: One answer	1. Male 2. Female
2	How old are you? Do not prompt: One answer	_____ years
3	What is your nationality? Do not prompt: One answer	1. Uzbek 2. Tajik 3. Kirgiz 4. Karakalpak 5. Russian 6. Other: SPECIFY _____
4	How are you related to the migrant(s)? Prompt: One answer	1. Wife / Husband 2. Partner (Nikoh spouse) 3. Parent (Mother, father) 4. Parent-in-law 5. Sibling 6. Other: SPECIFY _____ 7. Prefer not to answer
5	How many members of your households are away? INT: Do not prompt	1. One 2. Two 3. Three or more
6	Which country/city did the migrant parent(s) leave for? Do not prompt: One answer	1. Russia 2. Kazakhstan 3. Another city in Uzbekistan, City: SPECIFY _____ 4. Other country: SPECIFY _____
7	What is the main purpose for leaving the community? INT: Do not prompt: One answer	1. Employment/Earn money 2. For business reasons 3. Education 4. Visiting family members 5. Visiting friends 6. Other: SPECIFY _____ 7. Do not know 8. Prefer not to answer
8	How many times has your migrant relative(s) been in labour migration?	1. One 2. Two 3. Three and more
9	How many children are left with you since their parent(s) left? Do not prompt: One answer	1. One 2. Two 3. Three and more
10	What is the age and gender of all children in your household	Child 1. Name _____ M/F, Age: _____ Child 2. Name _____ M/F, Age: _____ Child 3. Name _____ M/F, Age: _____ Child 4. Name _____ M/F, Age: _____ Child 5. Name _____ M/F, Age: _____

10		Child 6. Name _____ M/F, Age: _____ Child 7. Name _____ M/F, Age: _____ Child 8. Name _____ M/F, Age: _____
11	Who of the above children are those of your migrant relative(s)?	Child 1. Name _____ Child 2. Name _____ Child 3. Name _____ Child 4. Name _____
12	Have these children ever visited their migrant parent(s)?	1. Yes 2. No
13	IF YES, how long did they stay there? <i>Do not prompt: One answer</i>	1. 7-10 days 2. 1-3 month 3. 3-6 months 4. 6-9 months 5. One year or more
14	In total, how many children currently live in this household (all children) <i>Do not prompt: One answer</i>	1. One 2. Two 3. Three 4. Four 5. Five or more
15	Do children of your migrant relative(s) have the birth certificate? <i>Ask for each child separately (note for coders)</i>	1. Yes 2. No If «No», please, specify why _____ _____
16	Do all children in your household have birth certificates?	1. Yes 2. No If «No», please, specify why _____ _____
17	What is your marital status? <i>Do not prompt: One answer</i>	1. Single 2. Engaged 3. Married 4. Married but living separately 5. Widowed 6. Divorced
18	What is the marital status of your migrant relative with children?	1. Single 2. Engaged 3. Married 4. Married but living separately 5. Widowed 6. Divorced
19	How often did migrant parent(s) come since they left home? <i>Do not prompt: One answer</i>	1. Every week 2. Every month 3. Once in 2-3 months 4. Once every 4-6 months 5. Once a year 6. Less often than once a year 7. Did not come back yet 8. Other: SPECIFY _____ 9. Prefer not to answer

<p>20 How often do you communicate with the child's/children's migrant parent(s)? Do not prompt: One answer</p>	<ol style="list-style-type: none"> <li>1. Every day</li> <li>2. Every week</li> <li>3. Every month</li> <li>4. Once in 2-3 months</li> <li>5. Once every 4-6 months</li> <li>6. Once a year</li> <li>7. Less often than once a year</li> <li>8. We do not communicate</li> <li>9. Other: SPECIFY _____</li> </ol>
<p>21 Who is the head of your household? Do not prompt: One answer</p>	<ol style="list-style-type: none"> <li>1. I am (myself)</li> <li>2. Migrant, the absent person</li> <li>3. My father</li> <li>4. My mother</li> <li>5. My father in law</li> <li>6. My mother in law</li> <li>7. Other: SPECIFY _____</li> </ol>
<p>22 How many people including you live in the household currently? Do not prompt: One answer per row</p>	<ol style="list-style-type: none"> <li>1. _____ male adults (over 18 years)</li> <li>2. _____ female adults (over 18 years)</li> <li>3. _____ male children (under 18 years)</li> <li>4. _____ female children (under 18 years)</li> <li>5. Total (1+2+3+4)= _____</li> </ol>
<p>23 Do you face any difficulties concerning the documentation of the migrant's child/children? Ask for each child separately (note for coders)</p>	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
<p>24 IF YES, what are the challenges/legal issues did you face? Ask for each indicated child separately (note for coders)</p>	<ol style="list-style-type: none"> <li>1. Difficult to enroll to school/pre-school/college</li> <li>2. Difficult to receive medical services</li> <li>3. Difficult to register as a caregiver</li> <li>4. Difficult to get the documents such as birth certificate/passport</li> <li>5. Difficulties with exit visa/ exit passport</li> <li>6. Difficulties to receive entry visas</li> <li>7. Difficult to allowances for children</li> <li>8. Other. SPECIFY _____</li> </ol>
<p>25 How does labour migration affect families in Uzbekistan</p>	<ol style="list-style-type: none"> <li>1. Positively</li> <li>2. Negatively</li> <li>3. Both positively and negatively</li> <li>4. Do not know</li> <li>5. Prefer not to answer</li> </ol>
<p>26 If positively: Which of the following are the positive consequences of migration on your household. INT: Multiple answer, rotate</p>	<ol style="list-style-type: none"> <li>1. We can save money to build a house</li> <li>2. We can have money to buy a car</li> <li>3. We can save money for wedding</li> <li>4. We can save money on education</li> <li>7. Other _____</li> </ol>

- 27 If negatively, explain how:
1. Misbehaviour of children
  2. Breaking usual mode of life
  3. Worsening of family relations
  4. Worsening of academic performance
  7. Other\_\_\_\_\_
- 28 What does your household mainly use for space heating when needed?  
INT: Prompt, multiple choice and rotate
1. CENTRAL heating
  2. Autonus HEATING (WOOD/COAL/DUNG)
  3. SPACE heater
  4. HEating System (ELEctric/gas Boiler, SOLAR HEATING, etc.)
  5. SELF MADE HEATER
  6. Traditional cookstove
  7. No heater
  8. Other\_\_\_\_\_
- 29 What is the main source of drinking water of your household?  
INT: Prompt, multiple choice and rotate
1. tap water
  2. packaged water
  3. private well
  4. public well (PUMP)
  5. tanker truck
  6. rain water
  7. Other\_\_\_\_\_

### Living Standard and Financial Background

- 30 Are you currently employed?  
Do not prompt: One Answer
1. Yes
  2. No
- 31 Do you have any other additional sources of Income?
1. Yes
  2. No (SKIP NEXT QUESTION)
- 32 What are your other additional sources of income besides salary did you receive lately? INT: Do not prompt, multiple answers
1. Pension/social benefits
  2. Bank Interest from savings
  3. Monetary support from mahalla
  4. Disability allowance
  5. Income from rent (Property& Land)
  6. Alimony
  7. Unemployment allowance
  8. Sale of homegrown products
  9. Other: SPECIFY\_\_\_\_\_
- 33 What part of your family's income is received from remittances migration?  
INT: Prompt, one answer
1. Most of it (75-100 per cent)
  2. A lot of it (50-74 per cent)
  3. About half of it (36-49 per cent)
  4. One third of it (30-35 per cent)
  5. A small part of it (1-24 per cent)
- 34 What is your total household income per month? (entire household)  
INT: Prompt, one answer
- Monthly household income:  
\_\_\_\_\_ UZS

<p>35 How has the income of your family changed compared to that from 2 years ago? INT: Prompt and rotate</p>	<ol style="list-style-type: none"> <li>1. Significantly increased</li> <li>2. Slightly increased</li> <li>3. Remained the same</li> <li>4. Slightly decreased</li> <li>5. Significantly decreased</li> </ol>
<p>36 What is the average amount of money that you spend on the following needs each month? Do not prompt: one answer in UZS</p>	<ol style="list-style-type: none"> <li>1. Food _____</li> <li>2. Utilities _____ (gas, electricity, etc.)</li> <li>3. Clothes _____</li> <li>4. Healthcare _____ (medicine, medical services)</li> <li>5. Education _____</li> <li>6. Telephone/ _____ cell/internet</li> <li>7. Leisure _____ (Eating out, taking kids out, etc)</li> <li>8. Agriculture _____ (seeds, equipment, etc)</li> <li>9. Other: _____ SPECIFY _____</li> </ol> <hr/> <p>10. TOTAL _____</p>
<p>37 What do you normally spend most of your money on? Prompt: multiple answers no more than 3</p>	<ol style="list-style-type: none"> <li>1. Medical expenses</li> <li>2. To pay for food</li> <li>3. To buy or renovate a/my house</li> <li>4. Education</li> <li>5. Rent</li> <li>6. Fuel, power</li> <li>7. Debt/Loan Reimbursement</li> <li>8. Clothes, furniture (non-food items)</li> <li>9. Social events (such as a wedding)</li> <li>10. Prefer not to answer</li> <li>11. Do not know</li> <li>12. Other: SPECIFY _____</li> </ol>
<p>38 Can you always afford to provide children with necessary study materials? INT: As about each child separately (See Q10)</p>	<ol style="list-style-type: none"> <li>1. YES</li> <li>2. NO</li> </ol>
<p>39 Do you have enough money to buy clothes for children for different seasons? INT: As about each child separately (See Q10)</p>	<ol style="list-style-type: none"> <li>1. YES</li> <li>2. NO</li> </ol>
<p>40 How has the absence of the migrant family member(s) has affected his/her children in your household? Prompt: one answer possible</p>	<ol style="list-style-type: none"> <li>1. Positively SKIP TO....</li> <li>2. Not positively, not negatively (no impact) SKIP TO....</li> <li>3. Both positively and negatively</li> <li>4. Negatively SKIP TO ...</li> </ol>

41	In your opinion, what are the positive consequences of labour migration on children? Prompt: multiple answers	Answer 1: SPECIFY _____ Answer 2: SPECIFY _____ Answer 3: SPECIFY _____
42	What are the negative consequences of labour migration on children? Prompt: multiple answers	Answer 1: SPECIFY _____ Answer 2: SPECIFY _____ Answer 3: SPECIFY _____
43	Does the child work / earn an income? Do not prompt: One answer Ask for each child separately (note for coders)	1. Yes 2. No (SKIP NEXT QUESTION)
44	If answered yes, on average, how many hours does this child work per week? Do not prompt: One answer Ask for each indicated child separately (note for coders)	Number of hours worked per week: _____

### Education

45	What is your level of education? Do not prompt: One answer	1. Primary (grades 1-4) 2. Secondary (grades 5-9) 3. General secondary education (grades 10-11) 4. Vocational school (2 or 4 years long) 5. Higher education (institute or university level)					
46	What is the level of education of your migrant relative(s)? Do not prompt: One answer	1. Primary (grades 1-4) 2. Secondary (grades 5-9) 3. General secondary education (grades 10-11) 4. Vocational school (2 or 4 years long) 5. Higher education (institute or university level)					
47	Do the child/children of the labour migrant go to school/college? Do not prompt: one answer Ask for each child separately (note for coders Q10)	1. Yes 2. No SKIP to 54					
48	How would rate the child's/ children's academic (school/ college) performance on the scale of 1 to 5? Do not prompt: One answer Ask for each child separately (Note for coders Q10)	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 30px; text-align: center;">1</td> <td style="width: 30px; text-align: center;">2</td> <td style="width: 30px; text-align: center;">3</td> <td style="width: 30px; text-align: center;">4</td> <td style="width: 30px; text-align: center;">5</td> </tr> </table> <i>(1=very poorly; 2=poorly; 3=neither poorly nor well; 4=well; 5=very well)</i>	1	2	3	4	5
1	2	3	4	5			

49	How would rate the child's/ children's relationship with peer students at school/college on the scale of 1 to 5? <i>Ask for each child separately (Note for coders Q10)</i>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	<i>(1=very bad; 2=bad; 3=neither bad nor good; 4=good; 5=excellent)</i>
1	2	3	4	5				
50	Do you help the child/children of your migrant relative(s) with schoolwork? <i>Do not prompt: One answer Ask for each child separately (note for coders Q11)</i>	<ol style="list-style-type: none"> <li>1. Yes, always</li> <li>2. Yes, sometimes</li> <li>3. No, never</li> <li>4. No, the child does not go to school</li> </ol>						
51	Did the child/children of migrant relative(s) miss any of his/her classes at school/college during the school year? <i>INT: prompt and rotate WHY Ask for each child separately (note for coders Q11)</i>	<ol style="list-style-type: none"> <li>1. Yes, frequently (several times a week)</li> <li>2. Yes, regularly (once a week)</li> <li>3. Yes, rarely (once a month)</li> <li>4. Yes, only once or twice this past year</li> <li>5. No, never missed</li> <li>6. I don't know</li> <li>7. Prefer not to answer</li> </ol>						
52	During the last 6 months have you communicated with the school/ college teacher of children of labour migrants? <i>Ask for each child separately (note for coders Q11)</i>	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No <b>(SKIP THE NEXT QUESTION)</b></li> </ol>						
53	How often do you communicate with the teacher of children of labour migrant(s) for the last 6 months? <i>Ask for each indicated child separately (note for coders Q11)</i>	<ol style="list-style-type: none"> <li>1. Everyday</li> <li>2. Every week</li> <li>3. Every month</li> <li>4. Every three months</li> <li>5. Other (SPECIFY) _____</li> </ol>						
54	Did the child/children of migrant relative(s) stop going to school/ college during the year? <i>INT: Ask and choose one answer Ask for each child separately (note for coders Q11)</i>	<ol style="list-style-type: none"> <li>1. The child didn't drop out of school <b>(Go to 56)</b></li> <li>2. The child is too young for school <b>(go to 57)</b></li> <li>3. The child is homeschooled <b>(Go to 56)</b></li> <li>4. The child missed school temporarily <b>(Go to 55)</b></li> <li>5. The child finished school/college <b>(Go to 56)</b></li> </ol>						
54	Did the child/children of migrant relative(s) stop going to school/ college during the year? <i>INT: Ask and choose one answer Ask for each child separately (note for coders Q11)</i>	<ol style="list-style-type: none"> <li>6. The child was at school in migration <b>(Go to 56)</b></li> <li>7. The child did not study in migration <b>(Go to 55)</b></li> </ol>						

<p>55 Why did the child/children of migrant relative stop going to school/college? (INT: Prompt, one answer, ask each child separately (note for coders Q11))</p>	<ol style="list-style-type: none"> <li>1. There is a lot of work about the house</li> <li>2. There is a lot of work in the family farm</li> <li>3. The child helps the family by working</li> <li>4. The child was sick/ill for some time?</li> <li>5. The child is looking after other family members (siblings, grandparents, etc.)</li> <li>6. Other SPECIFY _____</li> <li>7. Prefer not to answer</li> </ol>
<p>56 Do children of your migrant relative go to a tutor? INT: Ask each child separately (note for coders Q11)</p>	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. No need</li> </ol>
<p>57 Do the child/children of migrant relative(s) attend any extracurricular activity? (<i>not sports</i>) Ask for each child separately (note for coders Q11)</p>	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. No such groups</li> </ol>
<p>58 Please specify what activities did the child/children in your household participate in? (<i>not sports</i>) INT: Prompt and choose one answer. Ask for each child separately (note for coders Q10)</p>	<ol style="list-style-type: none"> <li>1. Attended extra lessons</li> <li>2. Prepared for academic completions</li> <li>3. Dancing classes</li> <li>4. Cooking/culinary lessons</li> <li>5. Sewing course</li> <li>6. National handicrafts</li> <li>7. Other SPECIFY _____</li> </ol>
<p>59 What sports activities do the child/children in your household attend? INT: Prompt and choose one answer. Ask for each child separately (note for coders Q10)</p>	<ol style="list-style-type: none"> <li>1. Soccer</li> <li>2. Wrestling/Kurash</li> <li>3. Basketball</li> <li>4. Gymnastics</li> <li>5. Volleyball</li> <li>6. Taekwondo</li> <li>7. Swimming</li> <li>10. Other SPECIFY _____</li> </ol>
<p>60 Do you have any concerns specific to the child's/children's education of your migrant relative(s) INT: Prompt and rotate. Multiple answers. Ask for each child separately (note for coders Q11)</p>	<ol style="list-style-type: none"> <li>1. We cannot afford to provide the child with the necessary study materials</li> <li>2. Child needs extracurricular lessons but we don't have enough money</li> <li>3. Child has the desire for extracurricular activities (music, dance, sports, arts) but there are none to attend</li> <li>4. The community does cultural events and entertainment for children</li> <li>5. Child doesn't have guardians that would watch them until the family member returns</li> <li>6. There are no means for the child to pursue further education after school</li> <li>7. Other: SPECIFY _____</li> </ol>

- 60
8. Other: SPECIFY \_\_\_\_\_
9. Other: SPECIFY \_\_\_\_\_

### Health and Nutrition

- 61 Have the child/children in your household been vaccinated in the last 12 months? **Do not prompt: One answer Ask for each child separately (note for coders Q11)**
1. Yes: **SPECIFY HOW MANY TIMES** \_\_\_\_\_
  2. No
- 62 Does your household ever experience any food shortages?
1. Yes
  2. No
- 63 If yes, how often on average do you have such a problem
1. Several times a month
  2. Once a month
  3. Once in 3 months
  4. Once in 6 months
- 64 Do the children of your migrant relative(s) have any chronic health issues?  
**Ask for each child separately (note for coders Q11)**
1. Yes
  2. No **(SKIP THE NEXT QUESTION)**
- 65 If, YES what are your chronic health concerns that you have  
**INT: Prompt Ask for each indicated child separately (note for coders Q11)**
1. Child suffers from obesity
  2. The child is underweight
  3. The child suffers from asthma
  4. The child has chronic bronchitis
  5. The child is diagnosed with Hepatitis B
  6. The child is diagnosed with Hepatitis C
  7. Other \_\_\_\_\_
- 66 Do you always have enough money to buy medicine/drugs when child/children are ill?  
**Ask for each child separately (note for coders Q10)**
1. Yes
  2. No
- 67 Does any child in your household have any disability?  
**Ask for each child separately (note for coders Q10)**
1. Yes
  2. No **(SKIP THE NEXT QUESTION)**
- 68 If YES, please specify what disability the child under your care has  
**Ask for each indicated child separately (note for coders Q10)**
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- 69 Do you face any difficulties with access to health care for the child/children of your migrant relative?  
**Prompt: Regular check-ups, medical support, vaccines, etc. Ask for each child separately**
1. Yes
  2. No

<p>70 How many times does child/ children eat per day? INT: Do not prompt. Ask for each child separately (note for coders Q11)</p>	<ol style="list-style-type: none"> <li>1. 1 time per day</li> <li>2. 2 times per day</li> <li>3. 3 times per day</li> <li>4. 4 times per days</li> <li>5. More than 4 times per day</li> </ol>
<p>71 During the past 7 days, which of the following products did the child/children consume? INT: Do not prompt, multiple choices and rotate. Ask for each child separately (note for coders Q11)</p>	<ol style="list-style-type: none"> <li>1. Meat</li> <li>2. Processed meat (Kazi, sausages, etc.)</li> <li>3. Dairy products</li> <li>4. Bread</li> <li>5. Fresh fruit</li> <li>6. Fresh vegetables</li> <li>7. Nuts</li> <li>8. Dry fruit (raisins, apricots, etc.)</li> </ol>
<p>72 What dairy foods does the child/ children consume in the last 7 days? (May use multiple choices) INT: Do not ask. Ask for each child separately (note for coders Q11)</p>	<ol style="list-style-type: none"> <li>1. Milk</li> <li>2. Yoghurt (katyk)</li> <li>3. Cheese</li> <li>4. Cottage cheese</li> <li>5. Butter</li> <li>6. Sour cream</li> <li>7. Cream (qaymoq)</li> <li>8. Suzma</li> <li>9. Ayran</li> <li>10. Kurt (dried suzma in form of small balls)</li> <li>11. Margarine butter</li> <li>12. Other (SPECIFY) _____</li> </ol>
<p>73 What fruits does the child/children consume in the last 7 days? (May use multiple choices) INT: Do not ask. Ask for each child separately (note for coders Q11)</p>	<ol style="list-style-type: none"> <li>1. Apples</li> <li>2. Oranges</li> <li>3. Bananas</li> <li>4. Grapes</li> <li>5. Mandarins</li> <li>6. Pomegranate</li> <li>7. Pears</li> <li>8. Peaches</li> <li>9. Apricots</li> <li>10. Persimmons</li> <li>11. Dried fruits and nuts (any)</li> <li>12. Other SPECIFY _____</li> <li>13. Other SPECIFY _____</li> <li>14. Other SPECIFY _____</li> <li>15. Other SPECIFY _____</li> </ol>
<p>74 What vegetables did the child consume in the last 7 days? (May use multiple choices) INT: Do not ask. Ask for each child separately (note for coders Q11)</p>	<ol style="list-style-type: none"> <li>1. Potatoes</li> <li>2. Carrots</li> <li>3. Cabbage</li> <li>4. Onion</li> <li>5. Greens</li> <li>6. Tomatoes</li> <li>7. Cucumbers</li> <li>8. Corn</li> </ol>

74		9. Beets 10. Eggplants 11. Beans (any) 12. Garlic 13. Other (SPECIFY) _____ 14. Other (SPECIFY) _____ 15. Other (SPECIFY) _____
75	What type of meat did the child eat during the last 7 days? <b>INT: Do not ask. Ask for each child separately (note for coders Q11)</b>	1. Chicken 2. Lamb 3. Beef 4. Fish 5. Other (SPECIFY) _____
76	What processed meat did the child/children of labour migrants consume within the last 7 days? <b>INT: Do not ask. Ask for each child separately (note for coders Q11)</b>	1. Sausages (hotdogs) 2. Sausages (Salami, chicken, etc) 3. Boiled sausages (Bologna) 4. Tandoor meat 5. Smoked chicken 6. Smoked turkey 7. Horse meat (Kazi)
77	Do the child/children of migrant relative(s) eat breakfast before school/college? <b>Ask for each child separately (note for coders Q11)</b>	1. Yes 2. No
78	Do you provide money to child/children to buy food at school/college?	1. Yes 2. No <b>(SKIP THE NEXT QUESTION)</b>
79	Do the child/children have enough money to buy food at school/college? <b>Ask for each child separately (note for coders)</b>	1. Yes 2. No
80	If the child/children do not normally buy food at school cafeteria, does he/she take food to school? <b>Ask for each child separately (note for coders)</b>	1. Yes 2. No <b>(SKIP THE NEXT QUESTION)</b>
81	If YES, what is the typical lunch you provide for the child/children at school/college? <b>Ask for each child separately (note for coders)</b>	_____ _____ _____

### Child Protection

- 82 Which of the following do you agree with when it comes to getting children help with housework?  
**INT: Prompt and choose one answer (Q10)**
1. Children should rather help their parents work than go to school
  2. Children should rather go to school than help their parents work
  3. Children should go to school as well as help parents with their work

83	How well do the child/children of your migrant relative get along with other children on the scale of 1 - 5?	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	(1=very poorly; 2=poorly; 3=neither poorly nor well; 4=well; 5=very well)																																										
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Do not prompt: One answer Ask for each child separately (note for coders Q11)																																																		
84	Do you think any child/children can be placed to child care institutions such as (boarding school/baby homes) until parent(s) return (note for coders Q11)	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Don't know</li> <li>4. Prefer not to answer</li> </ol>																																																
85	If there are girls in the HH under your care, at what age is it planned for them to get married? Ask for each girl separately (note for coders Q10)	<ol style="list-style-type: none"> <li>1. Age _____</li> <li>2. When she decides</li> <li>3. Do not know</li> <li>4. Prefer not to answer</li> <li>5. Other (SPECIFY) _____</li> </ol>																																																
86	In general, what do you think is a good age for girls in your household to get married? (Note for coders Q10)	<ol style="list-style-type: none"> <li>1. 18-20</li> <li>2. 21-23</li> <li>3. 24-26</li> <li>4. 26 +</li> </ol>																																																
87	In general, what do you think is a good age for boys to get married?	<ol style="list-style-type: none"> <li>1. 18-20</li> <li>2. 21-23</li> <li>3. 24-26</li> <li>4. 26 +</li> </ol>																																																
88	Do you believe that in order to bring up/ raise, or educate a child properly, the child needs to be punished?	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>																																																
89	If YES, what are the types of acceptable forms of punishment	<table border="1"> <thead> <tr> <th></th> <th>1 YES</th> <th>2 NO</th> </tr> </thead> <tbody> <tr><td>take away privileges</td><td>1</td><td>2</td></tr> <tr><td>explain wrong behaviour</td><td>1</td><td>2</td></tr> <tr><td>scold wrong behaviour</td><td>1</td><td>2</td></tr> <tr><td>shake the child</td><td>1</td><td>2</td></tr> <tr><td>shout, or yell at the child,</td><td>1</td><td>2</td></tr> <tr><td>use bad language (swear)</td><td>1</td><td>2</td></tr> <tr><td>force to do something</td><td>1</td><td>2</td></tr> <tr><td>spank, hit, slap with bare hand</td><td>1</td><td>2</td></tr> <tr><td>hit with belt, stick or another hard object</td><td>1</td><td>2</td></tr> <tr><td>call lazy or another name</td><td>1</td><td>2</td></tr> <tr><td>hit/slap on the face, head or ears</td><td>1</td><td>2</td></tr> <tr><td>hit / slap on hand, arm or leg</td><td>1</td><td>2</td></tr> <tr><td>beat up, hit over and over as hard as one could</td><td>1</td><td>2</td></tr> <tr><td>pinched on parts of the body</td><td>1</td><td>2</td></tr> <tr><td>other: _____</td><td></td><td></td></tr> </tbody> </table>		1 YES	2 NO	take away privileges	1	2	explain wrong behaviour	1	2	scold wrong behaviour	1	2	shake the child	1	2	shout, or yell at the child,	1	2	use bad language (swear)	1	2	force to do something	1	2	spank, hit, slap with bare hand	1	2	hit with belt, stick or another hard object	1	2	call lazy or another name	1	2	hit/slap on the face, head or ears	1	2	hit / slap on hand, arm or leg	1	2	beat up, hit over and over as hard as one could	1	2	pinched on parts of the body	1	2	other: _____		
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### Access to services

- 90 Do you know of any social services in relation to children and family? 1. Yes  
2. No  
INT: Do not prompt: One answer
- 91 Do you know of the following social services in relation to children and family? 1. Republican Center of social adaptation  
2. OILA Family Center  
3. Patronage/visiting nurse  
4. Inspector on minors  
5. Makhalla  
6. Child care institutions  
7. Other (SPECIFY) \_\_\_\_\_  
INT: Prompt and rotate. Multiple answers
- 92 In general, during the last 3 months have you received support from any social services? 1. Yes  
2. No (SKIP TO 95)  
Do not prompt: One answer
- 93 Were you satisfied with these services? 1. Yes  
2. No  
Do not prompt: One answer
- 94 If NO, please, indicate the reason \_\_\_\_\_  
\_\_\_\_\_

### Psycho-social effects

- 95 Please list what types of concerns you may have specific to psychosocial wellbeing of the child/children of your migrant relative(s). 1. Child is interacting with difficulty with peers.  
2. The child is rather reserved/reticent with others  
3. he child often feels annoyed  
4. Other SPECIFY \_\_\_\_\_  
5. Other SPECIFY \_\_\_\_\_  
INT: Prompt and rotate: Multiple answers  
Ask for each child separately (note for coders Q11)
- 96 Does this child/children of migrant relative(s) often lose their temper? 1. Yes  
2. No (SKIP THE NEXT QUESTION)  
Do not prompt: One answer Ask for each child separately (note for coders) Q11
- 97 If "YES" how does he/she display such behaviour? Ask for each indicated child separately (note for coders) INT: Prompt and rotate 1. Breaks the rules  
2. Gets into fights  
3. Rude to adults  
4. Displays anger on to siblings/ other children  
5. Leaves home  
6. Turns into himself/herself  
7. Other (SPECIFY) \_\_\_\_\_

98	Does this child often become sad because of parental absence? <b>Do not prompt: One answer Ask for each child separately (note for coders Q11)</b>	1. Yes 2. No
99	If Yes, what are signs of being sad that you can observe in the child/children since their migrant parent(s) left? <b>INT: Prompt and rotate Ask for each indicated child separately (note for coders)</b>	1. Feeling of unhappiness 2. Lack of interest 3. Anxiety 4. Irritability 5. Sleeplessness 6. Other SPECIFY _____
100	Did the child/children experience change in behaviour after the migration of the parent(s)? <b>Do not prompt: One answer Ask for each child separately (note for coders Q11)</b>	1. Yes 2. No 3. Specify if YES _____ _____
101	How do you see the future of the children in your care? <b>Ask for each child separately (note for coders Q11)</b>	_____ _____ _____
102	Where do you see yourself in 5 years?	_____ _____

### Optional Questions for caregivers

103	Would you like to share the story of your household with others? <b>(this may include photos)</b>	1. Yes 2. No
104	Would you like to be contacted by Republican Center for “Social Adaptation of Children” to receive counselling and referrals to social services.	1. Yes 2. No
105	Would you like to be contacted to participate in the focus group discussion on the same topic with other caregivers?	1. Yes 2. No 3. Do not know
106	If YES, when are you available to join the FGD	1. In the morning (9-11 am) 2. Afternoon (12-3 pm) 3. In the evening (4-7 pm) 4. On the weekends before noon 5. On the weekends afternoon

If YES, please provide your name and phone number/contact info on a separate sheet of paper.

If YES, do you agree to provide photos when sharing your story –  YES  NO

If YES, we will need to ask your child/children if they wish to share their story and sign a separate consent form.

If you want to report any questions or difficulties, there are two options:

- 1) please contact the Republican Center for the Social Adaptation of Children or other social service indicated in the consent form, as well as leaflet provided to you.
- 2) If you want the Center specialists or any other service providers to contact you themselves, you can give your contact number to us for further referral to RCSAC in the order established under the project.

## Annex 9. Survey interview questionnaire with the child (11-17 YO)

Thank you again for your participation in the survey. The results of the study will be used to develop policies and programs to support and protect children in Uzbekistan. The interview will last about 40minutes. As I mentioned, your name will not be mentioned in any report document.

We appreciate your participation in the study and you do not have to answer any question if you do not want to. You can stop the interview at any moment if you are not comfortable. Would you like to ask me anything before you decide to participate?

### Background Child

Respondent's name: \_\_\_\_\_

- |    |  |  |
|----|--|--|
| 1  | Gender<br>INT: Do not ask  | 1. Male<br>2. Female   |
| 2  | How old are you?<br>INT: Do not prompt:<br>Must be between 11-17 years | _____ years  |
| 3  | Do you have any interest/hobby?<br>What is your hobby?                 | _____  |
| 4  | Do you have livestock?   | 1. Yes<br>2. No  |
| 5  | What is your favorite livestock?<br>INT: Do not ask:                   | 1. Rabbits<br>2. Geese<br>3. Sheep<br>4. Cows<br>5. Horses<br>6. Donkeys<br>7. OTHER _____             |
| 6  | Do you have any pets? (Cats/dogs, etc.) Multiple choice                | 1. NO<br>2. YES, (what pet(s) do you have?)<br>A. Dog<br>B. Cat<br>C. Parrot<br>D. Other SPECIFY _____ |
| 7  | What is the name of your favorite pet?                                 | _____  |
| 8  | Do you like to watch TV?   | 1. Yes<br>2. No  |
| 9  | What is the name of your TV program?                                   | _____  |
| 10 | What is your favorite food?  | _____  |
| 11 | Do you have a computer with internet connection at home?               | 1. Yes<br>2. No<br>3. I have a computer but no internet  |

12	Do any of your parents live and work outside of your community? INT: Do not ask:	1. Yes, father 2. Yes, mother 3. Yes, both parents 4. No/other _____ 5. Prefer not to answer
13	Where did your parents go to?	1. Other country SPECIFY _____ 2. Another city in Uzbekistan SPECIFY _____ 3. Prefer not to answer
14	Have you ever travelled abroad or outside your region where your parent(s) work? (Skip to .... if answered NO)	1. Yes 2. No (SKIP TO Q 19) 3. Prefer not to answer
15	If answered YES, where did you travel?	1. City _____ Country _____ 2. City _____ Country _____ 3. City _____ Country _____
16	How long did you stay there? INT: Do not ask:	1. One month or less 2. 3-6 months 3. 6-9 months 4. One year or more
17	Did you like to stay there? INT: Do not ask:	1. Yes 2. No 3. Difficult to answer 4. Prefer not to answer
18	What did you like/dislike there? Please, describe	_____ _____ _____

### Education

19	Do you currently go to school/college? Do not prompt: One answer	School: 1. YES 2. NO College: 1. YES 2. NO
20	What is maximum length of time that you had to miss school/college for the last 12 months? Do not prompt: One answer	1. One month or less 2. Less than 3 months 3. 3-6 months 4. 6-9 months 5. Prefer not to answer
21	What was the reason for missing school INT: ASK. Rotation of answers is needed	1. I was ill 2. I had menstrual period 3. I had do work about the house 4. I had to help on the farm/tomorka 5. I had to help parents by working / bringing an income to the family 6. I had to take care of my siblings

- 21 What was the reason for missing school  
INT: ASK. Rotation of answers is needed
7. I was hit at school
  8. I was bullied at school
  9. School is not interesting
  10. School is too far away
  11. Insufficient funds to pay for uniform
  12. I was upset
  13. I had not done homework
  14. There was a difficult test or exam
  15. I was too tired
  16. Friends skipped school
  17. I had a menstrual period
  18. Prefer not to answer
  19. Other: SPECIFY \_\_\_\_\_
  20. Other: SPECIFY \_\_\_\_\_
- 22 What grade/course are you in at school or college ?  
Do not prompt: One answer
1. Grades 1-4
  2. Grades 5-9
  3. Grades 10-11
  4. No formal education
  5. 1<sup>st</sup> -2<sup>nd</sup> year of college
  6. 3<sup>rd</sup> year of college
  7. Prefer not to answer
- 23 How has your school performance changed over the last year on a scale of 1 to 5?  
Prompt: One answer
- |   |   |   |   |   |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
- (1=become much worse; 2=become slightly worse; 3=not changed; 4=slightly improved; 5=become much better)
- 24 Are you considering continuing your education after finishing school?  
INT: Do not ask:
- 1 Definitely
  - 2 Probably
  - 3 Probably not
  - 4 Definitely not
  5. Difficult to answer
  6. Prefer not to say
- 25 Are you generally satisfied or NOT satisfied with the education you receive?  
INT: Ask and rotate:
- 1 Strongly dissatisfied
  - 2 Dissatisfied to some extent
  - 3 Satisfied to some extent
  - 4 Very satisfied
  5. Difficult to answer
  - 6 Prefer not to say
- 26 If you are not happy with your schooling, please explain why
- \_\_\_\_\_
- \_\_\_\_\_
- 27 Do you feel that you can freely choose your own career?
1. Yes (SKIP NEXT QUESTION)
  2. No (GO TO NEXT QUESTION)
  3. Difficult to answer
  4. Prefer not to answer

<p>28 If answered NO, what are the obstacles that prevent you from choosing your career INT: Ask and rotate</p>	<ol style="list-style-type: none"> <li>1. My parents think I should get married soon.</li> <li>2. I think I should help my family by earning money.</li> <li>3 I want to prepare my career but we cannot afford university tuition fees.</li> <li>4. I plan to earn enough money as a labour migrant so I could study for my career</li> <li>5. Other SPECIFY _____</li> </ol>
<p>29 Which of the following activities do you do after school/college? Do not prompt: Multiple Answers</p>	<ol style="list-style-type: none"> <li>1. Play</li> <li>2. Rest</li> <li>3. Read</li> <li>4. Watch TV</li> <li>5. Work in the market</li> <li>6. Take care of siblings</li> <li>7. Help with household chores</li> <li>8. Help in the family farm (Tomorqa)</li> <li>9. Take care of cattle</li> <li>10. Bring water home</li> <li>11. Work on someone else's farm</li> <li>12. Other: SPECIFY _____</li> </ol>
<p>30 Do you have any extracurricular activity? (All except sports)</p>	<ol style="list-style-type: none"> <li>1. Yes SPECIFY _____</li> <li>2. No</li> </ol>
<p>31 Do you do any sports activities?</p>	<ol style="list-style-type: none"> <li>1. Yes SPECIFY _____</li> <li>2. No</li> </ol>
<p>32 What are your leisure activities do you normally engage in? (Prompt if difficult)</p>	<ol style="list-style-type: none"> <li>1. Table games (Chess, Nardi, etc,)</li> <li>2. Playing games at Internet cafes</li> <li>3. Outdoor activities (soccer, basketball)</li> <li>4. Sewing</li> <li>5. Watching movies/TV</li> <li>6. Other SPECIFY _____</li> </ol>

### Health & Nutrition

<p>33 Do you know your height and weight?</p>	<ol style="list-style-type: none"> <li>1. Weight: _____</li> <li>2. Height: _____</li> <li>3. Do not know</li> <li>4. Prefer not to answer</li> </ol>
<p>34 Do you have any bad habits?</p>	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Prefer not to answer</li> </ol>
<p>35 Have you been sick in the past 3 months? Do not prompt: One answer</p>	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. If YES, what happened? _____</li> <li>4. Prefer not to answer</li> </ol>

- 36 What do you do, when you get ill?  
Prompt and rotate: One answer
1. See a doctor at a clinic/school
  2. Get medicine from the drug store
  3. Consult another family member
  4. Consult other adult (teacher/coach)
  5. I visit the traditional healer (Tabib)
  6. Nothing
  7. Difficult to answer
  8. Prefer not to answer
  9. Other (SPECIFY) \_\_\_\_\_
- 37 In the last 6 months, did you see a doctor?
1. Did not see one (SKIP TO 39)
  2. Once
  3. Twice
  4. More than twice
  5. Prefer no to answer
- 38 Why did you need to see a doctor  
INT: DO NOT ASK
1. I had a stomach ache
  2. I had a bad cold
  3. I had a physical injury
  4. Other SPECIFY \_\_\_\_\_
- 39 Was there a time when you didn't get medical help, when you thought you needed it?
1. Yes
  2. No (SKIP TO)
  3. Prefer not to answer
- 40 What were your reasons for not getting medical help?  
INT: Ask and rotate
1. Doctor is too far away
  2. Didn't want caregiver/parent to know
  3. It was expensive to get treatment
  4. Didn't want to bother other people
  5. Did not know where to go for help
  6. Other SPECIFY \_\_\_\_\_
- 41 Do you get enough food to eat at home? (i.e. Staying full)  
INT: Do not prompt: One answer
1. Yes
  2. No
  3. Difficult to answer
  4. Prefer not to answer
  5. OTHER \_\_\_\_\_
- 42 How many times do you eat per day?  
INT: Do not prompt: One answer
1. 1 time per day
  2. 2 times per day
  3. 3 times per day
  4. 4 times per days
  5. More than 4 times per day.
- 43 All in all, how would you describe your health these days?  
INT: Ask and rotate
1. Poor
  2. Fair
  3. Good
  4. Very good
  5. Difficult to answer
  6. Prefer not to say

- 44 During the past 7 days, which of the following products did you consume?  
 Prompt: Multiple answers and rotate
1. Meats
  2. Dairy products
  3. Bread
  4. Fresh fruit
  5. Fresh vegetables
  6. Nuts,
  7. raisins, dried apricots
- 45 What dairy foods did you consume in the last 7 days?  
 INT: Do not prompt and multiple answers
1. Milk
  2. Yoghurt
  3. Cheese
  4. Cottage cheese
  5. Butter
  6. Sour cream (katyk)
  7. Cream (qaymoq)
  8. Suzma
  9. Ayrar
  10. Kurt (dried suzma in form of small balls)
  11. Margarine butter (Shedroe leto, Maselko)
  12. Other SPECIFY \_\_\_\_\_
- 46 What fruits did you consume in the last 7 days?  
 INT: Do not prompt and multiple answers
1. Apples
  2. Oranges
  3. Bananas
  4. Grapes
  5. Mandarins
  6. Pomegranate
  7. Pears
  8. Peaches
  9. Apricots
  10. Persimmon
  10. Dried fruits (raisins, apricots,)
  11. Nuts (any)
  12. Other SPECIFY \_\_\_\_\_
  13. Other SPECIFY \_\_\_\_\_
  14. Other SPECIFY \_\_\_\_\_
- 47 What vegetables did you consume in the last 7 days?  
 INT: Do not prompt and multiple answers
1. Potatoes
  2. Carrots
  3. Cabbage
  4. Onion
  5. Greens
  6. Tomatoes
  7. Cucumbers
  8. Corn
  9. Beets
  10. Eggplants
  11. Beans (any)
  12. Garlic

47		13. Other SPECIFY _____						
		14. Other SPECIFY _____						
		15. Other SPECIFY _____						
48	What type of meat did you normally eat during the last 7 days? INT: Do not prompt and multiple answers	1. Chicken 2. Lamb 3. Beef 4. Fish 5. Pork 6. Other (SPECIFY) _____						
49	Have you consumed any processed meat INT: Do not prompt and multiple answers	1. Sausages (hotdogs) 2. Sausages (Salami, chicken, etc) 3. Boiled sausages (Bologna) 4. Tandoor meat 5. Smoked chicken 6. Smoked Turkey 7. Horse meat (Kazi)						
50	How often do you consume the following							
	Products:	<table border="0" style="width: 100%; text-align: center;"> <tr> <td>Every day</td> <td>Once a week</td> <td>Several times week</td> <td>Once a month</td> <td>On holidays</td> <td>Never</td> </tr> </table>	Every day	Once a week	Several times week	Once a month	On holidays	Never
Every day	Once a week	Several times week	Once a month	On holidays	Never			
	Fruits							
	Vegetables							
	Sweets (candy, chocolate)							
	Soft drinks (Cola, Fanta)							
	Juice/Kompot							
	Dairy products							
	Meat products							
51	Do you eat breakfast before school/college?	1. Yes 2. No						
52	Are you given cash money for lunch at school on a daily basis?	1. Yes 2. No (SKIP THE NEXT QUESTION)						
53	If YES, do you have enough money to buy food at school/college?	1. Yes 2. No						
54	If you do not buy food at school cafeteria, do you take food to school?	1. Yes 2. No (SKIP TO ...)						
55	If take food to school, what is the typical lunch you have?	_____ _____ _____ _____						

Child Protection							
56	<p>What was your mood when your parent(s) had to leave (in the very beginning when they left)?</p> <p>Prompt: One answer and ask each child</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <p>(1=become much worse; 2=become slightly worse; 3=not changed; 4=slightly improved; 5=become much better)</p>	1	2	3	4	5
1	2	3	4	5			
57	<p>How has your mood changed some time after your parent(s) have left (your mood at present)?</p> <p>Prompt: One answer and ask each child</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <p>(1=become much worse; 2=become slightly worse; 3=not changed; 4=slightly improved; 5=become much better)</p>	1	2	3	4	5
1	2	3	4	5			
58	<p>Do you often communicate with your parent(s)?</p>	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>					
59	<p>How often do you communicate with your parent(s)?</p> <p>INT: Do not prompt</p>	<ol style="list-style-type: none"> <li>1. Every day</li> <li>2. Every week</li> <li>3. Every month</li> <li>4. Once in 2-3 months</li> <li>5. Once every 4-6 months</li> <li>6. Less often than once a year</li> </ol>					
60	<p>How do you communicate with the parent(s) (use multiple choice)?</p> <p>INT: Do not prompt and one answer</p>	<ol style="list-style-type: none"> <li>1. Over the phone (audio call)</li> <li>2. Video calls (IMO, WhatsApp, Telegram, SKYPE)</li> <li>3. Internet (Viber, Facebook, etc)</li> <li>4. Electronic mail</li> <li>5. Letters via regular mail</li> <li>6. Communicate through relatives/ caregivers</li> </ol>					
61	<p>Do you think you had to take on more responsibilities since your parent(s) have left?</p>	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No (SKIP THE NEXT QUESTION)</li> </ol>					
62	<p>What additional responsibilities are there since parental migration</p>	<ol style="list-style-type: none"> <li>1. I need to do more about the house</li> <li>2. I need to take care of my siblings</li> <li>3. I need to work more to earn money</li> <li>4. I help more on family farm/tomorqa</li> <li>5. Other SPECIFY_____</li> </ol>					
63	<p>Did you speak to anyone about personal problems when you get emotionally upset?</p> <p>INT: Do not prompt and multiple answer</p>	<ol style="list-style-type: none"> <li>1. Yes: <ol style="list-style-type: none"> <li>a. Friends</li> <li>b. Mother</li> <li>c. Father</li> <li>d. Brother</li> <li>e. Sister</li> <li>f. Cousin</li> <li>g. to my teacher</li> <li>h. Another person _____</li> </ol> </li> <li>2. No (SKIP to Q28 WHY)</li> </ol>					
64	<p>Did you get the help you needed?</p> <p>Do not prompt: One answer</p>	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>					

65	If, YES, what help did you get	SPECIFY _____		
66	Who do you trust more in your family? INT: Do not prompt and multiple answer	<ol style="list-style-type: none"> <li>1. Mother</li> <li>2. Father</li> <li>3. Grandmother</li> <li>4. Grandfather</li> <li>5. Brother</li> <li>6. Sister</li> <li>7. Uncle</li> <li>8. Aunt</li> <li>9. Cousin</li> <li>10. Other (SPECIFY) _____</li> <li>11. Difficult to answer</li> <li>12. Prefer not to answer</li> </ol>		
67	Who do you trust more in your school? INT: Do not prompt and one answer	<ol style="list-style-type: none"> <li>1. Teacher</li> <li>2. School doctor</li> <li>3. School psychologist</li> <li>4. School Methodist</li> <li>5. Deputy director on culture</li> <li>6. Director</li> <li>7. Classmate</li> <li>8. Children from other classes/groups</li> <li>9. Other (SPECIFY) _____</li> <li>10. Difficult to answer</li> <li>11. Prefer not to answer</li> </ol>		
68	Why do you trust this individual?	Please explain _____ _____ _____		
69	How many close friends do you have?	<ol style="list-style-type: none"> <li>1. None</li> <li>2. One</li> <li>3. Two</li> <li>4. Three or more</li> </ol>		
70	Adults use certain ways to discipline or teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if you or any adult in your household has used this method with in the past month.		1 YES	2 NO
		take away privileges	1	2
		threatened	1	2
		explained wrong behaviour	1	2
		scolded wrong behaviour	1	2
		shook him/her	1	2
		shouted, yelled, screamed	1	2
		used bad language (swear)	1	2
		forced to do something	1	2
		spanked, hit, slapped		
		with bare hand	1	2
		hit with belt, stick or another hard object	1	2
		called dumb, lazy or another name	1	2

70		hit/slapped on the face, head or ears	1	2
		hit/slaped on hand, arm or leg	1	2
		beat up, hit over and over as hard as one could	1	2
		pinched on parts of the body	1	2
		other: _____		
71	Have you been hurt recently by someone in your family? INT: ASK	1. Yes 2. No 3. Prefer not to answer		
72	Have you been hurt recently by anyone at school/college?	1. Yes 2. No (SKIP THE NEXT QUESTION) 3. Prefer not to answer		
73	Would you want to tell me who that person was? (Use multiple choice if applicable) INT: Do not ask	1. Class teacher 2. School principal 3. Classmate 4. Other SPECIFY _____		
74	What do you think should done to teach behaviour If a child misbehaves? Prompt: Multiple answers. INT: Ask and rotate	1. Spend more time with the child 2. Explain/talk without scolding 3. Punish the child by scolding 4. Hit/spank the child 5. Leave the child alone 6. Ground the child (Limit privileges) 7. Difficult to answer 8. Prefer not to answer 9. Other: SPECIFY _____		
75	What is a good way to teach a child about behaviour/manners?	1. Spend more time with the child 2. Explain/talk without scolding 3. Punish the child by scolding 4. Hit/spank the child 5. Leave the child alone 6. Ground the child (Limit privileges) 7. Difficult to answer 8. Prefer not to answer 9. Other: SPECIFY _____		
76	Do you think your behaviour changes when your parent(s) leave home? Prompt: Multiple answers. INT: Ask and rotate	1. Yes: SPECIFY a. I become more rebellious b. I disobey my parent more c. I get into more fights with other children d. I become very sad and depressed e. I become more aggressive f. I study less g. I cry more h. I take on more responsibility i. I study more j. I become happy		

76		k. I obey my parent more l. I become more helpful 2. No, my behaviour does not change 3. Do not know 4. Prefer not to answer 5. Other _____
77	Have you ever been physically punished by your parent(s)?	1. Yes 2. No
78	Have you ever been physically punished by your relatives(s)?	1. Yes 2. No (SKIP TO 82)
79	How often have you been punished? Do not prompt: One answer	1. Every day 2. Once a week 3. Once a month 4. Once in 6 months 5. Once a year 6. It happened only once 7. Do not know 8. Prefer not to answer
80	Would you be able to tell who were you punished by at home?	1. My mother 2. My father 3. Grandmother 4. Grandfather 5. My uncle 6. My aunt 7. My brother 8. My sister 9. Other _____ 10. Other _____
81	Who, if at all, do you tell if somebody hurts you or does something very bad to you? INT: Do not prompt: Multiple answers possible	1. I tell someone my family SKIP TO 82 2. I tell my friends SKIP TO 82 3. I tell someone at school SKIP TO 82 4. I tell someone from an NGO / charity SKIP TO 82 5. I tell the police SKIP TO 82 6. I do not tell anyone GO TO 82 7. Do not know 8. No answer 9. OTHER _____
82	What makes it difficult to tell someone about bad thing/things that happened to you? INT: Prompt, rotate Multiple answers	1. I am scared to tell anyone 2. I do not know whom to tell and where to find a person to tell 3. My parents do not allow me to tell anyone 4. I am ashamed to tell anyone 5. I do not complain, because nobody will help me 6. Do not know

82		7. Prefer not to answer 8. Other _____
83	Which of the following would you suggest to support children who have their parent(s) in migration? Prompt: first two answers to give clues Rotate	1. Children should have social programs for themselves 2. Children should have recreational activities 3. Other SPECIFY _____ 4. Other SPECIFY _____
84	Would you like to migrate from where you live in the future?	1. Yes 2. No 3. Do not know 4. Prefer not to answer
85	What are the main reasons you would like to migrate? INT: Do not prompt, Multiple choices	1. Desire to improve living conditions 2. Desire for higher quality education 3. Better employment opportunities 4. Better chances to start business 6. Some friends of have migrated 5. Other SPECIFY _____ 6. Other SPECIFY _____
86	Are you thinking of leaving from Uzbekistan? INT: Rotate and ask	1. Yes, I intend to move as soon as possible 2. Not at the moment, but I will probably move in the future 3. It depend on my circumstances 4. No, I don't intend to move 5. Prefer not to say
87	If you could choose, what would you consider the best age to get married? (Select one) INT: Do not ask	1. 17-18 2. 19-20 3. 21-22 4. 23-24 5. As late as possible
88	What do you think of when you hear the expression "A Happy Family"? INT: Do not prompt, one answer	1. Mutual understanding 2. Owing a home 3. Economic well-being 4. When parents are not away 5. When parents are healthy 6. Other SPECIFY _____ 7. Other SPECIFY _____
89	Where do you see yourself in 5 years? PROMPT: Aspirations may be given as example	SPECIFY _____ _____

**Optional Questions for Children**

- |    |  |   |
|----|--|---|
| 90 | Would you like to share your story with others? (this may include photos)  | 1. Yes<br>2. No   |
| 91 | Would you like to be contacted by Republican Center for "Social Adaptation of Children" to problems if any                                 | 1. Yes<br>2. No   |
| 92 | If your parents allow, would you like to be contacted to participate in the focus group discussion on the same topic with other teenagers? | 1. Yes<br>2. No<br>3. Do not know   |
| 93 | If YES, when are you available to join the FGD   | 1. In the morning (9-11 am)<br>2. Afternoon (12-3 pm)<br>3. In the evening (4-7 pm)<br>4. On the weekends before noon<br>5. On the weekends afternoon |

## Annex 10. FGD guide for caregivers

**Participants:** Primary caregivers of children whose parent(s) has (have) migrated or currently is/are in labour migration

Hello. My name is \_\_\_\_\_ and I represent the research company “Al Mar Consultancy,” which is conducting the study for Women’s Committee of Uzbekistan with technical support from UNICEF. The project is funded by the European Union in order to help the government develop policies and programs in the area of child protection. I would be grateful if you could spend about 1.5 hours discussing the suggested topics. This discussion is confidential, and your name will not be mentioned in any report or document. You are not obliged to answer any question, and you can stop at any moment. We aren’t here to promise you anything. The purpose of this discussion is to understand how the labour migration impacts your family life and the life of other children in the household.

If you agree to participate in the FGD, there will be 8–10 other participants taking part in the discussion. The discussion will be led by a moderator. I would like to introduce my assistant, \_\_\_\_\_, who will be present in the room and take notes during the discussion.

We would like to audio-record the discussion. The discussion will be audio-recorded only if you have given your prior permission to do so; however, this is not a requirement for participation in the study. The audio recordings will be deleted after the study and will not be shared with third parties during the study.

There are no right or wrong answers in this interview and you will not be judged based on information you provide. Would you like to participate in the focus group? Would you like to ask me anything about the interview before you decide to participate? [*Answer any questions they may have before beginning*].

Moderator to introduce the purpose of the discussion. Start by asking participants to introduce themselves by choosing a nickname if they want (*Assistant: fill out Table 1*).

q1	Date	_____._____.202_____
q2	Moderator	
q3	Note taker	
q4	Region and District	
q5	Number of participants	
q6	Type of the settlement (rural/urban)	
q7	Gender composition (male, female, mixed)	
q8	Duration	____:____:____ - ____:____:____

Advice to moderators: For time efficiency, can:

- (i) have moderator and assistance ask participants information in above table before they are seated;
- (ii) have moderator and assistant ask different participants at same time; or
- (iii) print off copies of table and ask each participant to fill out with a pen with moderator guiding participants verbally.

Table 1

	A	B	C	D	E	F
q9	Pseudonym					
q10	Age					
q11	Gender	1. female 2. male				
q12	What is the relation of migrant to the child	1. father 2. mother 3. both				
q13	Time migrant spent abroad/ as a migrant	_____ months				
q13 b	Is this the first migration or repeated one	1. first 2. repeated				
q15	How are you related to the child					
q16	Number of household members					
q17	Number of children					
q18	Ages of children					
q19	Main sources of income in the household (pension, remittances, social transfers)					

### Module 1. Material Living Conditions

1. What are the major types of income-generating activities in your area? How easy is it to find a job/income in the area? How does it differ for men and women?

Table 2

Type of activity	Total per cent of those engaged in certain activity in mahalla					Number of men and women (specify in per cent)
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	

2. For households with children, what is life in the area like?
  - a. What are the main challenges for households with children in the area?
  - b. How do these challenges affect children? (Prompt age groups)

Table 3

List of problems	Ranking the importance of this problem by priority for the people from this group					Description of the problem
From 0 to 6 years	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	
From 7 to 11 years	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	
From 12 to 17 years	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	

3. Do many households in this area have labour migrants? Where do people usually go to for employment? How long do they normally stay in labour migration before returning? Do children in this area have both parents leaving for labour migration?
  - a. What is the longest length of time parents usually leave for?
  - b. Which of the parents usually leaves for earnings (Mother/Father)?
  - c. Do many households in the area depend on remittances?
  - d. What role do remittances play in households with children in the area?
  - e. What are the feelings of family members when family members leave for earnings?

Table 4

How many families with one or both parents usually leave for earnings	Which of parents leaves	Period of leave	Support from parents being for earnings
	1. father		1. none
	2. mother		2. money –
	3. both parents		_____
	4. other SPECIFY		per cent
	_____		3. gifts –
	_____		_____
	_____		per cent

4. How does the migration affect the lives of household members?
  - a. How does the migration impact the life of a spouse/caregiver?
  - b. How does it impact the lives of the migrant's child/children (Please discuss both positive and negative aspects)? How does the impact differ between households with children of different age groups?

- c. What are the perceptions about families of labour migrants in the community?
- d. What difficulties, if any, do such families face?
- e. Have you heard of any cases of children being abandoned by migrant parents? What about the children of migrants in the household?

**Table 5**

Difficulties of children	Ranking the importance of this problem by priority for the people from this group					Description
From 0 to 6 years	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	
From 7 to 11 years	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	
From 12 to 17 years	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	

**Table 6**

Difficulties of adults	Ranking the importance of this problem by priority for the people from this group					Description
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	

### Module 2. Education

5. How important is it to obtain vocational or higher education for young people in the area?
  - a. Where do boys and girls continue education after secondary school?
  - b. Are there any difficulties or barriers that prevent boys and girls from receiving education after secondary school?
  - c. If children face problem at school/college, whom do they address for solution of the problem?
  - d. How often do children miss classes at school/college? What are the reasons?

Table 7

Difficulties/problems at school/college	Ranking the importance of this problem by priority for the people from this group					Description
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	

6. How does the migration of one or both parents affect the education of children in households from the area? Let's discuss possible positive and negative effects.
  - a. How does it affect academic attainment in school?
  - b. How does it affect educational expectations or the chances the child will obtain vocational or higher education?
  - c. How do the effects differ if both parents migrate?
  - d. How do the effects differ depending on the number of children in the household; for example, if there are only one or two children in the household, or three or more children?
  - e. Are there any other negative or positive effects?

### Module 3. Health & Nutrition

7. How would you rate the access to healthcare of households with children in the area?
  - a. How would you rate the quality of local health care?
  - b. What are challenges you and households with children face in accessing health care?
  - c. How do you think the healthcare services can be improved?

Table 8

Difficulties/problems with healthcare services	Ranking the importance of this problem by priority for the people from this group					Description of problem
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	

8. How does the absence of one parent or both parents affect the healthcare of children? Let's discuss possible positive and negative effects.
  - a. How does it affect hygiene?
  - b. How does it affect the child's nutrition and diet?
  - c. How does it affect the vulnerability of the child to illness?
  - d. How does it affect the child's access to healthcare/treatment?
  - e. How does it affect the behaviour of child/children?
  - f. How do the effects differ depending on the number of children in the household; for example, if there are only one or two children in the household, or three or more children?

**Module 4. Housing**

9. What impact has the departure of the migrant had on household functioning? What are the effects of household responsibilities on adults and on children of different ages in such households (0–6 years old, 7–11 years old and 12–17 years old)?

**Module 5. Child protection and psychosocial well-being**

- a. What should a parent/caregiver do when a child does not obey or listen?
- b. Can physical punishment be considered as acceptable to nurture a child?
- c. What should a parent/caregiver do when the child is getting hysteric?
- d. How people in the area make children obey them/observe rules?
- e. How is it different for boys/girls?
- f. How do you understand the term “child abuse”?
- g. What would be your reaction to child abuse cases?
- h. What kind of child abuse did you witness or hear in your area?
- i. What was your reaction? Was the case reported and, if yes, to whom? If no, why not?
- j. What is the best way of reporting such cases by your opinion?
- k. How can you prevent such cases of abuse? How can you protect a child from abuse? Can you provide a recommendation on how to improve referral mechanisms?
- l. Who should children speak to when there is problem and their parents are away?
- m. Do children share their feelings with people other than their parents?
- n. Who do children share their feelings (parent, parents, other relatives, teachers, mentors, other)?
- o. What relationship do children have with parent/relative parenting children during the absence of one/both parents (migrant)?
- p. Do children share their feelings with caregiver(s) parenting children during the absence of another/both parents (migrant)?
- q. What parenting practices are acceptable for children during the absence of one/both parents? Can children be punished children if they misbehave?
- r. Are there any acceptable forms of punishment for children if they disobey?
- s. Access to services and awareness of the child rights.
- t. How familiar or otherwise are you with child rights? If familiar, can you name some?
- u. If familiar, where have you heard about them?
- v. How familiar or otherwise are you with child protection services? Can you name any?
- w. What should be done to improve the knowledge of children on child rights and access to assistance services?
- x. Child labour.
- y. What kind of work at home and outside is acceptable for children?

- z. Should children under 18 be allowed to work for income?
- aa. How are children in households with absent parents involved in household activities?
- bb. Gender discrimination.
- cc. What is the difference in the role of boys and girls in your area?
- dd. At what age do you expect girls from your household to get married? Why?
- ee. At what age do you expect boys to get married? Why?
- ff. Institutionalization of children affected by migration.
- gg. What are the reasons for sending children to child care institutions? What if the child is not an orphan?
- hh. Did you hear of such cases in your area?
- ii. What is your attitude towards placing children without parental care to institutional care facilities?
- jj. What should be done to prevent such cases?

### **Module 6. Social assistance**

- 10. Let's talk about the social assistance program for vulnerable households and households with children.
  - a. Do you have social services in your neighborhood?
  - b. How easy is it for people to access such services?
  - c. What is the role of such assistance for households where one or both parents are labour migrants?
  - d. Are households with migrants and children in need of such support? If YES, Please explain Why?

### **Module 7. Wrap-up**

- 11. Let's summarize our discussion.
  - e. Could you name three top positive and negative effects on children in households when one or both parents are labour migrants?
  - f. Can you name 3 recommendations on the type of support that should be provided to such households and children?
  - g. Who should be responsible to carry out these solutions?

## Annex 11. FGD guide for children

Participants: Children aged 15-17 years whose parent(s) has (have) migrated or currently is/are in labour migration

Hello. My name is \_\_\_\_\_ and I represent the research company “Al Mar Consultancy,” which is conducting the study for study for Women’s Committee of Uzbekistan with technical support from UNICEF, one of the biggest organizations for children in the world. My work is to ask questions and listen to people to help specialists and politicians better understand what is happening in the country, what people think and need. Based on our research child protection programs will be developed. I would be grateful if you could spend about 1 hour answering my questions. This discussion is anonymous and your name will not be mentioned in any report document.

You do not have to answer any question if you do not want to, and you can stop at any moment. We asked your caregiver if it was ok to speak with you.

I would like to introduce my assistant, \_\_\_\_\_, who will be present in the room and take notes during the discussion.

There are no right or wrong answers in this interview and you will not be judged on the basis of information you provide. We are here to listen to your story and opinion. Would you like to participate in the focus group? Would you like to ask me anything about the interview before you decide to participate? [*Answer any questions they may have before beginning*].

q1	Date	_____._____.202____
q2	Moderator	
q3	Note taker	
q4	Region and District	
q5	Number of participants	
q6	Type of the settlement (rural/urban)	
q7	Gender composition (male, female, mixed)	
q8	Duration	____:____:____ - ____:____:____

Moderator to introduce the purpose of the discussion. Start by asking participants to introduce themselves by choosing a nickname if they want (*Assistant: fill out Table 1*).

Advice to moderators: For time efficiency, can

- (i) have moderator and assistance ask participants information in above table before they are seated;
- (ii) have moderator and assistant ask different participants at same time; o
- (iii) or print off copies of table and ask each participant to fill out with a pen with moderator guiding participants verbally.

Table 1

	A	B	C	D	E	F
q9	Pseudonym					
q10	Age					
q11	Gender	1. female 2. male				
q12	Who migrated	1. father 2. mother 3. both				
Q	Where did your parent(s) migrate					
q13	Time spent in migration	_____ months				
q13b	Type of migration (can be repetitive/seasonal)	1. single 2. repeated				
q14	The primary caregiver					
q15	Number of household members					
q16	Number of children					
q17	Ages of children					
q18	Goes to school\ college	1. yes 2. no				

*(a) Material Living Conditions*

12. How would you describe the area where you live? Please describe your neighborhood.
13. Do you like the neighborhood where you live? Why? If good/bad, why?
14. What main challenges can families with children face in the area?

Table 2

Problem	Ranking the importance of this problem by priority for the people from this group					Description
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	

15. Do many children (families) in the area have parents who leave to earn income, including abroad?

**Table 3**

How many families with one or both parents usually leave for earnings	Which of parents leaves	Period of leave	Support from parents being for earnings
	1. father		1. none
	2. mother		2. money –
	3. both parents		_____
	4. other SPECIFY		per cent
	_____		3. gifts –
	_____		_____
	_____		per cent

16. Where do migrant parents usually leave for employment?
17. What period do their parents usually leave for?
18. Which of parents usually leaves for earnings?
19. Do these families receive anything (remittances/ gifts in kind) from the parent being abroad for earnings?
20. What is attitude of people in your household towards receiving anything and not receiving presents or money?
21. Why, in your opinion, do parents leave for earnings? What is the purpose?

**(b) Education**

- a. Do you enjoy school/college? Why/why not?
- b. What do you like most about your school/college? What do you dislike about your school/college?
- c. Do you receive any support from teachers when your parents leave to another country? Does anyone help you do your homework?
- d. If children face a problem in school/college, whom do they talk to solve problem?
- e. How often do children miss classes at school/college? What are the possible reasons?
- f. What makes children not go to school/college (from your experience)?
- g. Tell about your daily routine?
- h. What do you do in your free time? What your hobbies/ interests/?
- i. Has your daily routine changed, since parent/parents left for earnings?
- j. How much time on average do you spend doing your homework?
- k. Do you have any concerns about your school/college education?

Table 4

Difficulties/ problems at school/college	Ranking the importance of this problem by priority for the people from this group					Description
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	

- l. If a parent or parents move to earn income, how is the education of their children affected?
- m. Do children continue their studies the same way since the departure of parent/parents?
- n. Do the children of labour migrants come to school as often as before?
- o. Do such children continue to get the same grades?
- p. Where do such children go to study after school?
- q. What do you think, what specialties do girls in this village chose most often? What specialties do girls/boys chose? If there are any differences, ask why?
- r. Do many young people including those of children labour migrants from your village continue for higher education (estimate the share)? How many boys and girls?

### *(c) Health & Nutrition*

22. How often do you get sick?
23. Who takes care of you when you feel ill during the extended absence of your parent/parents?
24. How many times do you eat per day? What is your typical breakfast/lunch/dinner? Do you like the food you eat? Why if you do not?

### *(d) Socio and psychological effects*

25. How do family members feel when one member of their family has left for labour migration?
26. How does the leaving of a migrant relative impact the social life of adults in the families? What are the possible emotional changes?
27. How does this impact the life of the children in the families? What are the possible Emotional and behavioural changes?
28. How do other people treat children whose one/both parents left home to earn an income?
29. What do neighbors say about the leaving of a member of such families?
30. What difficulties, if any, do children and adults face when the family member leaves?
31. What are the behavioural changes that children face when one or both parents leave for a long time?

Table 5

Difficulties of children	Ranking the importance of this problem by priority for the people from this group					Description
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	

Table 6

Difficulties of adults	Ranking the importance of this problem by priority for the people from this group					Description
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	
	1 –	2 –	3 –	4 –	5 –	

32. Child Abuse and Access to services and awareness about child rights
- What do you about the rights of children?
  - What do you think 'child abuse' is?
  - Have you heard of any cases where bad things have happened to a child in your area? If yes, have you heard if such cases are/were reported?
  - Whom were they reported to? Did such action help?
  - How would you report abuse?
  - If something bad happened to you, would you tell anyone? Why/not? To whom?
  - What can be done to protect children in the area?
  - What could be the biggest challenge when children try to tell someone about their problems?
  - How are girls whose parents are labour migrants treated in your community? How about boys? What are the reasons children are placed to institutionalized places? What do you think about this?

*(e) Relationship and interaction with parents*

- Do children share their feelings more openly with parents? Why?
- Who do children can share their feelings when both parents are away? (relatives, teachers, mentors, other)?
- What relationship do children have with caregiver parenting children during the absence of one parents (migrant)? What about such relationship when both parents are away?
- Do children share their feelings with caregiver parenting children during the absence of one parents (migrant)? What about both parents being away?
- During the parental absence, should a caregiver punish children if they don't obey or show bad behaviour?
- Do you communicate with your parent(s) using social media (Facebook, telegram, etc)

39. Do you think you have less control over your life when your father is away? What if you have both parents away?
40. What are the advantages for you when your parent(s) are away? What about the disadvantages

*(f) Wrap-up*

41. Let's summarize our discussion.
  - a. Could you name three top positive and negative effects on children in families when one or both parents are labour migrants?
  - b. Would you want to travel to another city or country for employment purposes?
  - c. Can you name 3 recommendations what kind of support should be provided to such families and children?
42. Where do you see yourself in 5 to 10 years? Where do you plan to work and live?

## Annex 12. FGD guide for service providers

*Participants:* Republican Center for Social Adaptation of Children, OILA center, representatives of SOS Children’s Village, representatives of schools, child care institutions, hospitals, and other local NGOs), and local authorities (Khokimyat representatives, Commission on Minors, WCU, inspector on minors under Department of Internal affairs, local employment agencies, State Office on Migration and other state bodies).

Hello. My name is \_\_\_\_\_ and I am a social research specialist in the research company Al Mar Consultancy from Tashkent. The research company is conducting the study for the Women’s Committee of Uzbekistan. The project is funded by the European union and the results of the study will be used to develop policies and programs. The results of the study will be used to draft policy recommendations and possibly develop programs to enhance child protection system in Uzbekistan. I would be grateful if you could spend about 1 hour answering my questions. This discussion is anonymous and your name will not be mentioned in any report document.

The participation in the study is voluntary. You are not obliged to answer any question, and you can stop at any moment. I would like to introduce my assistant, \_\_\_\_\_, who will be present in the room and take notes during the discussion.

With your permission, I would like to audio-record the FGD. The recorded materials will be used for the study purposes only and will be deleted after the study. Moreover, no identifying information will be revealed to third parties under any circumstances. This is not a requirement for participation in the study, and you may choose not to be audio recorded.

There are no right or wrong answers in this interview and you will not be judged on the basis of information you provide. We are here to listen to your story and opinion. Would you like to participate in the focus group?

Would you like to ask me anything about the interview before you decide to participate? [Answer any questions they may have before beginning].

q1	Date	_____._____.202____
q2	Moderator	
q3	Note taker	
q4	Region and District	
q5	Number of participants	
q6	Type of the settlement (rural/urban)	
q7	Gender composition (male, female, mixed)	
q8	Duration	____:____:____ - ____:____:____

Moderator to introduce the purpose of the discussion. Start by asking participants to introduce themselves by choosing a nickname if they want (*Assistant: fill out Table 1*).

Advice to moderators: For time efficiency, can

- (i) have moderator and assistance ask participants information in above table before they are seated;

- (ii) have moderator and assistant ask different participants at same time; o
- (iii) or print off copies of table and ask each participant to fill out with a pen with moderator guiding participants verbally.

**Table 1**

	A	B	C	D	E	F
q9	Name or nickname (Only first name)					
q10	Age					
q11	Gender					
	1. female 2. male	1. female 2. male	1. female 2. male	1. female 2. male	1. female 2. male	1. female 2. male
q12	Education level (1 - secondary; 2 - vocational; 3 - higher education)					
	1 \ 2 \ 3	1 \ 2 \ 3	1 \ 2 \ 3	1 \ 2 \ 3	1 \ 2 \ 3	1 \ 2 \ 3
q 13	Main occupation of the participant					
q14	Years of work experience in the social services/field					

### **Module 1. Participants introductions**

We would like to talk about families affected by labour migration in your community and namely, children from families with one or both parents who left for earnings.

- 1) Please, describe what your organization/department does. What kind of work you do?
- 2) Does your organization/department play a role in child protection of families affected by labour migration? Please, describe your professional role and functions? (SOP) What kind of services/social assistance does it provide to children of labour migrants?
- 3) Do you work directly or indirectly with such families and children?
- 4) If you do not work directly with such families and children, what is your role in addressing services to them?

### **Module 2. Labour migrants**

We would like to know more about the labour migrants and their families in your region / district / makhalla

- 1) How do you understand the phrase “family affected by labour migration”? What is this family (education level, material status, main social and economic problems they face, etc.?)

- 2) How common is it for people from the community to work outside of the area (e.g., another settlement, district, region, country, etc.)?
- 3) What is the main reason for labour migration, in your opinion?
- 4) What are positive impacts of labour migration of parents on children?
- 5) What are negative impacts of labour migration of parents on children?
- 6) Could you tell us more about the labour migrants and their families you work with?
- 7) What are the most important social issues experienced by the labour migrants and their families and addressed by the organization/institution you work in?

### **Module 3. Social protection for households and children of labour migrants**

- 8) What social/protection services are actually available for labour migrants and their families, especially for children? What are these services? How efficient are they? Please, provide examples.
- 9) Do you think the services of your organization/institution are available for everybody who needs them? What are the obstacles? Please, provide examples.
- 10) What can be done to prevent institutionalization of children of labour migrants
- 11) How many people, on average, applied to your organizations/institutions for assistance monthly/annually? How many people are served by your organization/institution monthly/annually?
- 12) Are there other professionals / social organizations/institutions working with the same families in your region? Who are those? What are their job titles/professions and the number?
- 13) Do you think your organization/institution has sufficient number of workers to address the needs of labour migrant families? What professionals do you think are missing in your organization/institution and how many of them?

### **Module 4. Social work with children: definition and functions**

- 14) What do you know about social work as a profession / what the first comes to your mind when I say "social work"?
- 15) Can you describe who social workers are? What are their qualifications? What are their roles and functions in working with the target population? Are there mostly women or men in the profession and why?
- 16) What organizations / institutes provide such social work in your region/ district/ mahalla? What do they do? What are their functions?
- 17) How efficient are organizations/institutions providing social services? What are the obstacles?
- 18) Can you tell us what you think child protection is? Why do children need to be protected and what do they need to be protected from?
- 19) Who is responsible for child protection services in your area?
- 20) Do you know any children who needed someone to intervene to protect them? Are children in migrant households more/less at risk? Why?

- 21) Can you give an example of an incident which happened in your region / district / mahalla? Can you describe what happened?
- 22) What do you think was done correctly in this situation?
- 23) What do you think could have been done better?
- 24) What is the role of social services in child protection? What do they do in practice?

#### **Module 5. Competencies and training.**

- 25) What knowledge and skills in your opinion are needed to fulfil your functions in working with the target population [migrant families, children in migrant families] and be effective in social service delivery?
- 26) Does your organization provide ongoing professional development activities (in-service trainings, workshops etc.) on modern methods of working with the people and service provision? If so, can you please share the activities that you participated in last year? How useful were they for your work?
- 27) What kind of trainings and on which topics would you like to receive to improve your professional competencies in working with the target population [migrant families, children in migrant families] and addressing the social issues?
- 28) What would be ideal lengths and format of the training (number of hours/days/ months, part-time or full-time, weekdays or weekends etc.)
- 29) What might be the barriers for attending the training? (family responsibilities, lack of training programs available, high workload, transportation, if it's not free the fees, no interest etc.).

#### **Module 6. Wrap-up**

- 30) Let's summarize our results of our talk. Could you name top three positive and negative aspects of labour migration for households?
- 31) In your view, how does the policy and legislative environment protect children? What improvements could be made?
- 32) Please describe what to you is the most effective mechanism in place for child protection? What is the most important gap/barrier in child protection?
- 33) What would you recommend to the policy makers to do in the first place to improve the social services for the social vulnerable group [migrant families, children in migrant families]?

Do you have any other proposals and recommendations on our discussion?

Thank you for participation in our study!

This guide is adapted based on the materials provided by UNICEF/Columbia University.

## Annex 13. KII guide

*Respondents: representatives of schools, child care institutions, hospitals, local NGO workers, and local authorities (representatives of Khokimyat, mahalla, and local women’s committees).*

Hello. My name is (h20) \_\_\_\_\_, and I am a social research specialist in the research company Al Mar Consultancy from Tashkent. The research company is conducting the study for the Women’s Committee of Uzbekistan. The project is funded by the European union and the results of the study will be used to develop policies and programs. The results of the study will be used to draft policy recommendations and possibly develop programs to enhance child protection system in Uzbekistan.

I would be grateful if you could spend about 1 hour answering my questions. This interview is anonymous, and your name will not be mentioned in any report concerning the study. The participation in the study is voluntary. You are not obliged to answer any question, and you can stop at any moment. The purpose of this interview is to understand how labour migration may have impacted the lives of households and children in the community. We very much appreciate your participation in the study. With your permission, I would like to audio-record the interview. The recorded materials will be used for the study purposes only and will be deleted after the study. Moreover, no identifying information will be revealed to third parties under any circumstances. This is not a requirement for participation in the study, and you may choose not to be audio recorded.

There are no right or wrong answers in this interview and you will not be judged on the basis of information you provide. As such, I am here to ask your expert opinion about the situation in the area (district/town/village). Are you willing to participate in the interview?

Would you like to ask me anything about the interview before you decide to participate? [Answer any questions they may have before beginning].

q1	Date	____.____.201__
q2	Interviewer	
q3	Region and District	
q4	Type of the settlement (rural/urban)	
q5	Organization that the respondent represents	
q8	Duration	__:__:__ - __:__:__
q9	Position	

### Module 1. Introduction

1. Can you tell me about your organization?
  - a. How does the organization work with families with children of migrants?
  - b. Could you describe your main functions/responsibilities in this position?
  - c. How long have you been working in this organization?
    - a. Over the last year, did you work with such families with children?
    - b. What are the major social problems that children from such families face?
    - c. Do you notice any changes in the way they behave when parents are away?
    - d. Could you tell us about the target population you work with?

- e. Are there are other professionals working with the same population in your organization? Who are those workers

### **Module 2. Material Living Conditions**

- a. Can you describe common income-generating activities in your area <sup>76</sup>?
- b. How difficult is it to find a job in the area for both women and men?
- c. Can you tell me the situation with unemployment? Is it increasing? Why?
- d. Do you think remittances help families with children? In what way?
- e. What barriers are there if any for people to get employed.
- f. What are the major reasons that people leave as labour migrants?
- g. Do you think advantages of labour migration outweigh disadvantages?
- h. What are the major reasons that people leave as labour migrants?
- i. For households with children, what are the common challenges?
- j. What about challenges for migrant households with children? [Probe: material and living conditions]
- k. Have you worked with migrant families and children? If yes, what kind of support did you provide? What were the outcomes?
- l. How do these challenges differ between households with children differ to nonimmigrant households?
- m. Do many households in the area have people leave the community for work elsewhere?
- n. In your opinion, do more men compared to women leave as labour migrants? Why? What about single mothers? Are they more likely to leave as labour migrants?
- o. Why do you think some parents choose not to take their children along? What about those who take their kids along? What challenges are there in a new place?
- p. Are there any households in the area where one or both parents left as labour migrants?
- q. In your opinion, what is the average proportion of people who migrate internally and those who go abroad? Where do they normally go?
- r. What about seasonal migration? Do you know migrants who go repetitively?
- s. Who usually takes care of the children in households with migrants?
- t. How does parental absence affect the lives of household members and children?
- u. How does the absence of an adult member impact the life of a spouse? What about other members including children?
- v. What are the good and bad aspects of labour migration on children's well-being?
- w. How does the community perceive children with absent parent/parents?
- x. What difficulties, if any, families face after the parent/parents leave the community?
- y. Have you heard of any cases when children were abandoned by the migrant parents? What about children placed in institutional care facility? How important is it not to place the child in child care institutions?

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76 Your area – district/town/village

### Module 3. Education

2. How important is it to obtain further education for young people in the area?
  - a. How does it differ for males and females?
  - b. Where do boys and girls continue education after they finish school?
  - c. Are there any challenges prevent boys and girls from further education?
  - d. What specializations children from your area select to study after finishing school?
  - e. Do many young people from your area enter university? How is it different for boys and girls?
  - f. What after school programs are there that children can participate?
  - g. What are the problems youth face when their parents are in migration?
    - a. How does parental absence affect education of children?
    - b. How does parental absence affect attainment in pre-school, secondary school and college? How does it affect future expectations? Chances the child will continue further education?
    - c. How is it different if two parents went for income abroad?
    - d. How do negative effects of migration impact families with many children?
3. What does your organization do to address negative effects of migration of children of labour migrants?
  - a. What other organizations help children of migrant households in the area? What challenges nonimmigrant households with children compared to immigrant ones?

### Module 4. Health & Nutrition

4. How would you rate the access to healthcare in the area?
  - a. Does support from remittances improve the health outcomes for children? How so?
  - b. Do all children in your neighborhood get vaccinations timely?
  - c. What services do you think should be added to improve healthcare?
5. Let's discuss possible positive and negative effects.
  - a. How does absence of parents affect the child's nutrition?
  - b. How does absence of parents affect child's daily routine?
  - c. How does absence of parents affect vulnerability of children to illness?
  - d. How does absence of parents affect access to treatment?
  - e. How do the effects differ if fathers left the family? What about mothers?

### Module 5. Housing

6. What impact does the parental absence have on household functioning?
  - a. When both parents migrate, what problems if any children have with caregivers? Why/Why not? What is the adequate care that should be provided?

## Module 6. Socio and psychological effects

7. Corporal Punishment.
  - a. What should a parent/caregiver do when a child does not obey or behaves badly? What methods are considered good to raise a child?
  - b. To ensure a child has good upbringing, should he/she be ever punished? How so? How can adults teach children how to behave without administering punishment?
  - c. What does the school do to address deviant behaviour? Do these measures help?
8. Child abuse.
  - a. How do you understand the term “child abuse” or ‘neglect”?
  - b. How can we prevent child abuse in the community?
  - c. What would be your reaction to such cases if you witness abuse?
    - a. What authorities do you think abuse should be reported to?
    - b. Can you recommend how to improve referral mechanisms of child abuse?
    - d. Do you think caregiver can punish children during the absence parent(s)? How so?
      - c. Identifying issues.
      - d. Who should children speak to when they have a family problem such as personal conflicts, neglect, etc.? Do children in your area speak about their problems with caregivers or other relatives when parents are away? Have you heard of such cases?
9. Awareness about child rights.
  - a. How familiar are you with child rights? If familiar, can you name some?
  - b. where have you heard about them?
  - c. How familiar are people in your area with child rights? What can be improved?
  - d. How familiar are children in your area with child rights? What children are familiar with child rights (age, education level, children of migrant parent/parents, etc.)?
  - e. How familiar are children in your area with child protection services?
  - f. Can you name 3 recommendations on how to improve knowledge on child rights and social assistance services?
10. Child labour.
  - a. What kind of physical work is acceptable for children?
  - b. Do children under 18 perform any income-generating activities?
  - c. What kind of income-generating activities children do they perform?
  - d. How are children from migrant families involved in such activities?
11. Gender discrimination.
  - a. What are the gender roles for adolescents in your community? What are girls expected to do? What about boys?
    - a. What is the preferred age for marriage for both girls and boys? Why?
    - b. How does it differ in households with absent parent/parents?

12. Institutionalization of children.
  - a. Have you heard of any children being institutionalized because of parental migration? What is your attitude to that?
13. Can you name any recommendations to prevent children from being institutionalized?
14. What is the role of your organization in addressing negative psychosocial effects on children of migrants?
  - a. What can be done to address these issues and what is needed to improve the situation of children left behind?

#### **Module 7. Interaction concerns of children from migrant families**

- a. Who do children share their thoughts and concerns other than caregivers (other relatives, teachers, etc.)?
  - b. What communication issues children may have with their caregivers during parental absence?
  - c. Do you think children affected by migration have any interaction problems with their peers? Why?
15. How would you characterize the relationship that takes place between children and their caregivers when parents are absent?

#### **Module 8. Social assistance**

- a. Let's talk about the social assistance program for vulnerable households.
- b. Do you have any social service programs in your area?
- c. How easy is it to access social services for HH with children?
- d. What is the role of such assistance for families where parents left for employment?
- e. How effective is the social service provision for vulnerable families, including families with migrants? Why
- f. What recommendations do you have to enhance social support services?
- g. What knowledge and skills in your opinion are needed to fulfil the functions in work with migrant households?
- h. What assistance programs should be developed and provided to families with children affected by migration?

#### **Module 9. Wrap-up**

16. Let's summarize our results of our talk.
- a. Can you suggest recommendations on the type of support to such households?
  - b. Who should be responsible for implementing these solutions?

## **Annex 14. Referral protocol for suspected child abuse**

### REFERRAL PROTOCOL FOR SUSPECTED CHILD ABUSE

In case where a child or care-giver disclose potential abuse or neglect UNICEF in partnership with RCSAC will commit to making sure appropriate services are alerted.

Please provide child's or care-giver's contact information, including name and address.

#### CONTACT INFORMATION

Child's Name: \_\_\_\_\_ Age: \_\_\_\_\_

Contact Number: \_\_\_\_\_ Location/Province: \_\_\_\_\_

District: \_\_\_\_\_ Town /Ward/Village: \_\_\_\_\_

Please describe the accident as occurred (if applicable):

\_\_\_\_\_

Please, mark one or more options which describe better the child's situation

- Neglect (failure of a parent to provide needed food, clothing, shelter, medical care, or supervision to the child);
- Physical abuse (striking, kicking, or biting the child, or any action that results in a physical impairment of the child);
- Sexual abuse and exploitation (engagement of the child in any activities with sexual purposes);
- Emotional abuse (injury to the psychological capacity or emotional stability of the child humiliation, social exclusion, indignities etc.)
- Abandonment (child is at risk of institutionalization, parent is not identified, the child has been left by the parent in circumstances in which the child suffers serious harm)
- Child labour and exploitation (child engagement in work that is mentally, physically, socially or morally dangerous and harmful to children, and interferes with their schooling)

Is immediate intervention required (*Medical assistance or psychosocial support*)

YES  NO  POSSIBLY

Name and contact details of appropriate protection officer:

Date of referral: \_\_\_\_\_ Signature of enumerator: \_\_\_\_\_

## Annex 15. Sample breakdown by regions

**Table 1. Breakdown of population and migrants by districts in Bukhara region**

#	Name of district	Number of mahallas	Total number of population	Total number of HHs	Total number of families	Number of people who left until December 31, 2018	Number of migrants in relation to population, per cent	Migrants per 1000 population
1	Alat district	38	98 289	20 762	26 329	4 881	5,00	50
2	Peshku district	36	117 135	22 236	31 127	5 265	4,50	45
3	Gijduvan district	75	290 163	56 541	84 618	11 823	4,10	41
4	Bukhara city	65	258 195	66 055	72 033	9 889	3,80	38
5	Bukhara district	36	160 771	28 079	39 576	4 841	3,00	30
6	Jondor district	52	186 989	34 758	45 141	4 721	2,50	25
7	Kagan city	21	60 038	13 404	15 895	2 372	4,00	40
8	Kagan district	21	79 681	16 654	20 429	2 787	3,50	35
9	Korakul district	50	163 390	29 961	41 628	3 948	2,40	24
10	Korovul-bazar district	7	19 084	4 119	4 779	449	2,40	24
11	Romitan district	45	133 500	26 302	34 656	4 563	3,40	34
12	Shafirkon district	50	173 510	32 290	43 351	4 492	2,60	26
13	Vobkent district	44	132 524	25 663	34 980	5 212	3,90	39
<b>Grand Total</b>		<b>540</b>	<b>1 873 269</b>	<b>376 824</b>	<b>494 542</b>	<b>65 243</b>		<b>451</b>

**Table 2. Breakdown of population and migrants by districts in Fergana region**

#	Name of district	Number of mahallas	Total number of population	Total number of HHs	Total number of families	Number of people who left until December 31, 2018	Number of migrants in relation to population, per cent	Migrants per 1000 population
1	Fergana district	73	201 806	42 725	52 854	7464	3,7	37
2	Besharyk district	62	209 883	38 704	54 205	7375	3,5	35
3	Uzbekistan district	67	228 152	45 830	59 113	5887	2,6	26
4	Sokh district *	27	75 217	14 195	20 043	2026	2,7	27
5	Kuva district	65	241 370	43 281	59 841	5501	2,3	23
6	Kushtepa district	48	178 951	37 914	51 650	3829	2,1	21
7	Rishtan district	69	201 550	37 283	49 797	4233	2,1	21
8	Kokand city	65	243 033	48 872	62 634	4024	1,7	17
9	Margilan city	54	228 320	37 872	52 219	3761	1,6	16
10	Furkat district	34	107 516	22 943	30 966	1751	1,6	16
11	Kuvasay city	30	88 849	19 912	24 682	1418	1,6	16
12	Fergana city	70	271 092	79 678	94 822	4090	1,5	15
13	Tashlak district	51	190 026	34 975	45 791	2854	1,5	15
14	Dangara district	48	176 899	34 514	44 625	2357	1,3	13
15	Uchkuprik district	49	216 838	50 283	59 826	2123	1,0	10
16	Buvayda district	55	214 681	41 445	56 846	1374	0,6	6
17	Bagdad district	56	205 252	40 570	54 245	1289	0,6	6
18	Oltinaryk district	72	201 660	36 736	54 285	1202	0,6	6
19	Yozyavan district	33	104 176	20 634	26 621	620	0,6	6
<b>Grand Total</b>		<b>1 028</b>	<b>3 585 271</b>	<b>728 366</b>	<b>955 065</b>	<b>63178</b>		<b>333</b>

\* Due to the fact of Sokh district location in the territory of Kyrgyzstan and requirement to cross the border of Uzbekistan, Sokh district was replaced with Uzbekistan district.

**Table 3. Breakdown of population and migrants by districts in Khoresm region**

#	Name of district	Number of mahallas	Total number of population	Total number of HHs	Total number of families	Number of people who left until December 31, 2018	Number of migrants in relation to population, per cent	Migrants per 1000 population
1	Urgench city	38	141 059	30 693	43 780	9 642	6,8	68
2	Khozarp district	45	242 294	39 166	67 644	14 966	6,2	62
3	Yangibazar district	28	81 858	15 025	22 319	4 954	6,1	61
4	Gurlan district	50	141 082	23 990	37 266	6 180	4,4	44
5	Khanka district	43	181 165	28 160	46 652	6 803	3,8	38
6	Urgench district	58	185 177	33 451	45 674	5 036	2,7	27
7	Yangiaryk district	39	102 281	21 996	32 903	2 631	2,6	26
8	Shavat district	55	160 865	29 742	42 723	4 015	2,5	25
9	Kushkupir district	50	162 964	32 616	45 342	4 007	2,5	25
10	Bogat district	43	157 264	27 164	38 566	1 357	0,9	9
11	Khiva district	27	148 718	24 725	37 082	919	0,6	6
12	Khiva city	21	84 970	14 548	36 050	253	0,3	3
<b>Grand Total</b>		<b>497</b>	<b>1 789 697</b>	<b>321 276</b>	<b>496 001</b>	<b>60 763</b>		<b>392</b>

**Table 4. Breakdown of population and migrants by districts in Surkhandarya region**

#	Name of district	Number of mahallas	Total number of population	Total number of HHs	Total number of families	Number of people who left until December 31, 2018	Number of migrants in relation to population, per cent	Migrants per 1000 population
1	Muzrabad district	37	132 816	23 325	29 307	5 524	4,2	42
2	Shurchi district	54	193 929	30 592	44 726	7 593	3,9	39
3	Termez city	30	142 075	23 938	29 077	4 905	3,5	35
4	Termez district	34	114 644	19 996	27 426	3 760	3,3	33
5	Kizirik district	49	162 569	27 867	36 180	5 256	3,2	32
6	Angor district	36	119 262	21 350	29 756	3 719	3,1	31
7	Jarkurgan district	65	204 335	33 674	48 587	6 227	3,0	30
8	Saryosiyo district	61	198 847	33 821	46 263	6 008	3,0	30
9	Kumkurgan district	63	231 109	38 674	52 357	6 722	2,9	29
10	Denau district	103	353 607	59 614	78 743	10 061	2,8	28
11	Uzun district	44	155 796	27 215	35 274	4 319	2,8	28
12	Sherabad district	48	182 898	33 310	42 688	4 905	2,7	27
13	Oltinsoy district	53	163 671	27 188	37 099	4 114	2,5	25
14	Boysun district	40	114 757	21 667	26 698	2 791	2,4	24
<b>Grand Total</b>		<b>717</b>	<b>2 470 315</b>	<b>422 231</b>	<b>564 181</b>	<b>75 904</b>		<b>434</b>

## Annex 16. Terms of reference

### LRPS- 2018-9141921

#### Background:

The United Nations Children’s Fund (UNICEF) is a leading humanitarian and development agency working globally for the rights of every child. Working for a world in which every child has a fair chance in life, UNICEF has the fundamental conviction that all children have an equal right to survive, thrive and fulfil their potential to the benefit of their societies and a more equitable role.

Migration can be depicted as a complex social, economic, and political phenomenon, in which the expected income differences due to remittances and the expected probability of finding employment abroad play a significant role. Moreover, such factors as ethnic, political, social, gender considerations and expectations the raise of quality of life at home country still remain as driving factor for international migration. Recent research has identified that followings are main push factors for international migration in Uzbekistan<sup>77</sup> : (i) shortage of jobs with decent salary (33,8 per cent of respondents), (ii) inadequate earning to cover family expenses (10,1 per cent), (iii) desire to purchase new car/apartment (17,2 per cent), (iv) seek for a better life conditions (16,8 per cent), and (v) debt repayment (2 per cent). Migrants identified following pull factors from international migration within the same research<sup>78</sup> : (i) opportunity to decent salary (77,3 per cent of respondents), (ii) clear policy and regulations to obtain mortgage (6,2 per cent), (iii) accessibility of information on job opportunity (7,2 per cent), (iv) unchallenging policy to start entrepreneurship (5,8 per cent), and (v) development of infrastructure at rural areas (3,3 per cent). Due to various difficulties and residence registration procedure (propiska), internal migration is not high as international migration. In this regard, weak policy, which is supporting factors for searching job opportunity abroad at all regions in Uzbekistan, international migration has become the only easier way to leave the country for search of better life.

The migration of adult workers from Uzbekistan to Russia and Kazakhstan in particular, has increased over the last few years. Not only is labour migration currently supported in the country, but it is also actively encouraged<sup>79</sup> on account of the economic benefits from remittances sent back to Uzbekistan and the reduction in unemployment in country. Taking into consideration that received remittances reached \$2479 mln USD in 2016 (3,72 per cent of GDP of Uzbekistan), the prevalent attitudes towards migration suggest that the current trend is likely to remain or may even continue increasing<sup>80</sup>.

77 The research has been conducted in line with Presidential Decree No.5052 from May 24, 2017 on “Action plan for development of government policy on employment and strengthening effectiveness of labour bodies” by the Ministry of Employment and labour Relations in Uzbekistan.

78 Ibid

79 Decree of the Cabinet of Ministers No.505 from 12.11.2013 On “Measures for development the organization of labour activity of citizens of Uzbekistan abroad” ([http://old.lex.uz/pages/getpage.aspx?lact\\_id=246884](http://old.lex.uz/pages/getpage.aspx?lact_id=246884))

80 Guardian (2016) “Easter promises: why migrant workers are turning their back on Russia” Retrieved from: <https://www.theguardian.com/world/2016/may/19/easter-promises-migrant-workers-turning-backs-russia>

The remittances sent back from the family members who are working abroad (usually men) can reduce the economic vulnerability of families left behind. It is not clear whether the remittances are sufficient to address the needs of families, especially those related to children's needs and their well-being. Even when the economic benefits are strong, the absence of one or both parents take on the psycho-social and emotional toll on children. In some cases, migrants stop sending remittances for a variety of reasons, which has an immediate detrimental impact on the family's economic and psychosocial well-being. Finally, returning migrants can be faced with serious reintegration difficulties, both inside the family and professionally, which also reflects on the children's situation.

A 2013 study concluded that most Uzbek migrant workers are 30 years of age on average, married, and male, but with an increasing number of women leaving home each year<sup>81</sup>. Compared to neighboring countries, which also act as source countries of large numbers of migrant workers, data is very limited in Uzbekistan and little research has been done to show effects of labour migration on families and children. Most researches that exist have been completed in relation to remittances and spending and consumption patterns (including not only basic needs, but also social and economic components of living standards) of families, with little attention on social consequences. In Uzbekistan, lack of data on children affected by migration is the main concern that impede evidence-based policy planning. UNICEF, through its governmental and non-governmental partners, is in best position to conduct a study on the situation of children in migrant families in 4 targeted regions and determine their needs for child protection services. The study will be conducted within the EU funded cross regional project "Protecting children affected by migration in Southeast, South and Central Asia." There will be Situational Analysis on children affected by migration in Central Asia by the UNICEF Europe and Central Asia Regional Office within the same project mentioned above, involving the International research team that will assist the national research team in Uzbekistan in conducting the study.

#### *Objectives of study/research:*

The overall objective of the EU funded programme is to improve the protection of children affected by migration. Specifically, study will (i) examine how migration affects the survival, well-being, and development of children left behind by migrating parents looking at changes in a multidimensional context, and (ii) address impact of migration on children left behind by looking into four different child outcome related components, namely: health, education, economic activity (child work), and psycho-social effects. These specific objectives will address the vulnerability of children from migrant families through tailor-made responses based on the results of the proposed study on the situation of children and families affected by migration. The study should provide information that will allow the following:

1. Understanding internal and external factors against migration leading to child protection problems in migrant families, and identification - in consultation with children and families themselves - of response mechanisms as well as policy decisions needed to address migration consequences among the population.
2. Guided by the Women's Committee of Uzbekistan at regional and district levels and in parallel to the study dimension of the work, identification of families at risk

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81 Ahunov, M. et. Al (2015) Socio-economic consequences of labour migration in Uzbekistan Griffith University

and referral to service providers for immediate assistance and further psychological, social, medical and legal services

3. Contribution to development of new and adaptation of existing Child Protection training materials with evidence-based recommendations

### *Objectives of the consultancy:*

Under the leadership of the Women's Committee of Uzbekistan, UNICEF will commission the study by engaging a national research agency enabled and authorized to implement the data collection and interviewing process of migrant families in four targeted regions of Uzbekistan.

As a support to the national research company, UNICEF will also commission an international research agency to lead a Regional Situation Analysis on Children Affected by Migration in Central Asia including Uzbekistan. This team will support the national company to develop the study survey design including the development of sampling size for each region and district of prioritized regions, survey protocol, indicators and data collections instruments, as well as delivery of training as needed. Following the completion of data collection by the national research company, the international research agency will support data processing and preparation of a country study report.

It is expected that the contracted national research company will:

1. work throughout the process in close collaboration with the international research agency and UNICEF team to develop the methodology of the study;
2. review and adapt existing tools and protocols provided by international research agency to the Uzbekistan country context;
2. facilitate preparation of study stages and conduct training of field enumerators;
3. carry out data collection through electronic data collection interface using Computer Assisted Personal Interviewing (CAPI) for in-depth interviews, household surveys, focus group discussions in collaboration with governmental stakeholders;
4. provide all data collected in an appropriate data format (excel, STATA or SPSS) to UNICEF contracted international research agency;
5. analyze the data and develop the draft report and recommendations on enhancing national mechanisms for identification, registration and referral of children of migrant families to child protection services in consultation with the international research agency;
6. interact and liaise with the international research agency to contribute to the regional situation analysis and cross-reference findings observed in other countries.

### *Scope and focus of study/research:*

#### *Geographical area to be covered*

The institutional consultancy outputs will be contributing to the development of national policies to address the consequences of migration on children and families left behind and guide the relevant agencies to formulate the needs based child protection programmes. For the study activities, the following regions are approved by the Women's Committee:

- Bukhara Region
- Khorezm Region
- Fergana Region
- Surkhandarya Region

Preliminary desk review on issue of migration in Uzbekistan showed that there are several regions with high migration rates. However, various factors were taken into consideration during the prioritization process, including the number of children in residential care institutions, economic development of regions and the level of the workforce at places. Following preliminary data was identified:

- according to the Ministry of Employment and Labour relations of Uzbekistan, the largest number of people leaving for work abroad are from Surkhandarya (72.5 thousand people), Fergana (168.2 thousand people), Khorezm (68.6 thousand people) and Bukhara regions (108.2 thousand people)
- the study of Republican Center for Social Adaptation of Children showed that the majority of children in residential care institutions from Khorezm, Fergana and Surkhandarya regions are social orphans, who are left at these institutions due to migration of their parents

#### *Proposed Methodology:*

The national research company will develop a methodology for data collection and agree the sampling strategy with the international research agency based on international best practices in collecting quantitative and qualitative data. International research agency will support the national research company in Uzbekistan to develop its survey design, including the development of sampling size, survey protocol, indicators and tools as well as delivery of training to the local data collectors. After data collection is completed, the international research agency will be also requested to support the country team with data processing, tabulation and preparation of the country report based on the findings of the survey. It is expected that the survey in Uzbekistan will cover approximately 1000 migrant families, including caregivers and children. In-country data collection will be conducted by the national research company.

Quantitative data will be collected against key indicators on scope, prevalence and severity of situations requiring interventions and policy change. Considering the current lack of precise information, this data will inform UNICEF and its partners on what issues to strategically prioritize and may contribute to further research and mobilization on the issue. The techniques adopted for the quantitative data collection will include individual interviews with children and caregivers, as well as interviews with key local informants using semi-structured questionnaires.

Qualitative data will build upon secondary sources, observation and key informants assessing systems' strengths and weaknesses in fulfilling children's rights in the context of migration, but also motives and norms driving behaviours and practices to inform how best to promote changes. Additionally, the study will be focused on actual data collection (Annex 2 to this ToR), real case studies and every-day examples to be used in awareness raising activities. For the qualitative component of the study, a series of focus group discussions will be planned and conducted in each region, together with individual in-depth interviews. The key research participants in the qualitative research will be: children living in migrant families (male and female and of various ages), caregivers (mostly female), and key local informants, such as teachers, doctors, local NGO workers, and local authorities.

The study will be implemented through an inclusive consultation process targeting the government, non-governmental organizations, families and children at regional and district levels. Its results will be combined with the Regional programming experience and utilized for the development of a policy recommendation aimed at strengthening the national child protection system of Uzbekistan. The partners of the study will work closely with the Women's Committee of Uzbekistan and Scientific and Practical Research Centre "Family" under the Government to propose a model for an improved child protection system with clearly mapped roles and responsibilities of duty bearers. A more effective child protection referral system and improvement of formal functions of Guardianship and Trusteeship, Women's Committee of Uzbekistan and Commission on Minors, as well as Family Centers in addressing and responding to negative social consequences of labour migration on children and their families will be one of the main topics of policy discussions. The study will contribute to identifying families where risks to children and vulnerabilities are such that an immediate response is required. These families will be provided with immediate assistance in the course of researching and service provision through counselling, referrals to available services in districts, and application of Child Safeguarding Procedures. Where necessary the reported cases will be further supported and followed up by the social workers and child protection lawyers employed by the Republican Center of Social Adaptation, Guardianship and Trusteeship Authorities and Family Centres, as well as Labour and Employment departments of the Ministry.

Additionally, the study will be focused on actual data collection (Annex 2 to this ToR), real case studies and every-day examples to be used in awareness raising activities. The techniques adopted for the quantitative data will include individual interviews with children and caregivers, as well as interviews with key local informants using semi-structured questionnaires. For the qualitative component of the study, a series of focus group discussions will be planned and conducted in each region, together with individual in-depth interviews. The key research participants in the qualitative research will be: children living in migrant families (male and female and of various ages), caregivers (mostly female), and key local informants, such as teachers, doctors, local NGO workers, and local authorities.

#### *Target groups:*

Throughout the process of study design, implementation and analysis, UNICEF and Women's Committee of Uzbekistan at Republican level (leading agency) will consult and involve all relevant stakeholders and duty bearers at three different levels. At the national level, UNICEF will work with the Ministry of Labour and Employment, Ministry of

Public Education, Ministry of Health, Ministry of Finance and local NGOs. At the regional and district levels the process will engage Commissions on Minors, Guardianship and Trusteeship Authorities, Mahalla Committees and local Khokimiyats (sub-district governance structures). At the local and community levels, Women's Committee branches will also encourage the involvement of community leaders, religious leaders. All key community leaders will be first, consulted and informed about the objectives and the process of the study and the programme itself. Secondly, they will be asked for support in identifying households and communities with the highest rates of migration, which will be immediately provided to the trained research company. Using participatory research methodologies, the study will seek the views and opinions of women, children and migrants themselves. By utilizing its global expertise in child participation, UNICEF will also ensure that children's voices are heard and listened to during the study process. This will enable a better understanding of their needs and constraints, and increase the feasibility and appropriateness of proposed recommendations.

#### *Ethical Considerations (see Ethical Checklist):*

The national and international research agencies will identify and specify potential ethical considerations, approaches and review processes in their sampling strategy and research tools, including on harms and benefits, informed consent, privacy and confidentiality, payment and compensation and conflicts of interest. Researchers will have to adhere to the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis, requiring contractors to clearly identify any potential ethical issues and approaches, as well as the processes for ethical review and oversight of the research/evaluation/data collection process in their proposal. All researchers engaged in this assignment must complete UNICEF's online training module on Ethics.

#### *Assumptions underlying the project:*

National government and local Authorities in the four targeted regional districts are expected to remain committed throughout the study process. The ToRs are based on the assumption that continued collaboration and coordination with national and local government bodies in completing the study will be sustained. The methodology presented by the research company will be reviewed and necessary oversight and capacity-building provided by the international research agency contract by UNICEF Regional Office for Europe and Central Asia. In the event that some trained interviewers are not well supported by local Authorities in gaining access to children and migrant families in districts, the research leaders shall immediately contact Women's Committee and UNICEF for further support and mitigation together with counterparts at local and central levels. If the capacity of local researchers to collect and analyze research data and/or identify and refer most vulnerable children and families for immediate assistance is perceived or reported as weak, the research leaders are expected to fully inform UNICEF to obtain necessary support. Unannounced monitoring field visits by UNICEF staff may take place at any time during the process.

#### *Participatory and context-sensitive approaches:*

The national research company is strongly encouraged to involve families affected by migration in the study design itself and are requested to adjust their research methods and practice to the specific sensitivities of the research topic. As such, they should draw from the following UNICEF (IRC) guidance:

- **ADOLESCENT PARTICIPATION IN RESEARCH: INNOVATION, RATIONALE AND NEXT STEPS**  
<https://www.unicef-irc.org/publications/879-adolescent-participation-in-research-innovation-rationale-and-next-steps.html>
- **RESEARCH WITH DISADVANTAGED, VULNERABLE AND/OR MARGINALIZED ADOLESCENTS**  
<https://www.unicef-irc.org/publications/878-research-with-disadvantaged-vulnerable-and-or-marginalized-adolescents.html>

## Annex 17. Statistical analysis

**Table 1. Associations between parent's migration patterns and affordability of certain materials** <sup>82</sup>

Observed / expected frequencies [adjusted standardized residuals]*		Migrant parent(s)			X <sup>2</sup> Cramer's V
		Migrant mother (99)	Migrant mother and father (253)	Migrant father (633)	
Affordability of study materials	Not always affordable (921)	96 / 92.6 [1.5]	240 / 236.6 [1.0]	585 / 591.9 [-1.9]	X <sup>2</sup> (2) = 3.96, p = 0.14
	Always affordable (64)	3 / 6.4 [-1.5]	13 / 16.4 [-1.0]	48 / 41.1 [1.9]	
Affordability of clothes	Not always affordable(926)	91 / 93.1 [-0.9]	248 / 237.8 [3.4]	586 / 595.1 [-2.5]	X <sup>2</sup> (2) = 11.82, p < 0.01 Cramer's V = 0.11
	Always affordable(59)	8 / 5.9 [0.9]	4 / 15.2 [-3.4]	47 / 37.9 [2.5]	
Affordability of medicine	Not always affordable (81)	15 / 8.1 [2.6]	14 / 20.8 [-1.8]	52 / 52.1 [0]	X <sup>2</sup> (2) = 8.72, p < 0.05 Cramer's V = 0.09
	Always affordable (904)	84 / 90.9 [-2.6]	239 / 232.2 [1.8]	581 / 580.9 [0]	

**Table 2. Associations between affordability of study materials and household characteristics**

Observed / expected frequencies [adjusted standardized residuals]*		Affordability of study materials		X <sup>2</sup> Cramer's V
		Not always affordable (921)	Always affordable (64)	
Leave duration	Shorter (560)	514 / 523.6 [-2.5]	46 / 36.4 [2.5]	X <sup>2</sup> (1) = 6.30 p < 0.05 Cramer's V = 0.08
	Longer (425)	407 / 397.4 [2.5]	18 / 27.6 [-2.5]	
Age of children	Younger (493)	432 / 461.0 [-7.5]	61 / 32.0 [7.5]	X <sup>2</sup> (1) = 56.09 p < 0.001 Cramer's V = 0.24
	Older (492)	489 / 460.0 [7.5]	3 / 32.0 [-7.5]	
Number of children	One or two (600)	550 / 561.0 [-2.9]	50 / 39.0 [2.9]	X <sup>2</sup> (1) = 8.52 p < 0.01 Cramer's V = 0.09
	Three or more (385)	371 / 360.0 [2.9]	14 / 25.0 [-2.9]	

<sup>82</sup> **Affordability of study materials** was measured with item q38 ("Can you always afford to provide children with necessary study materials?"), recoded from aggregated responses for all children in the household: 0 – at least one "no"; 1 – unequivocal "yes".

**Affordability of clothes** was measured with item q39 ("Do you have enough money to buy clothes for children for different seasons?"), recoded from aggregated responses for all children in the household: 0 – at least one "no"; 1 – unequivocal "yes".

**Affordability of medicine** was measured with item q66 ("Do you always have enough money to buy medicine/drugs when child/children are ill?"), recoded from aggregated responses for all children in the household: 0 – at least one "no"; 1 – unequivocal "yes".

**Table 3.** Associations between parent's migration and children's mood after parents left

Observed / expected frequencies [adjusted standardized residuals]*	Migrant parent(s)			X <sup>2</sup> Cramer's V
	Migrant father (426)	Migrant mother (96)	Migrant mother and father (176)	
Become worse (68)	51 / 41.5 [2.5]	8 / 9.4 [-0.5]	9 / 17.1 [-2.4]	X <sup>2</sup> (4) = 10.90, p < 0.05 Cramer's V = 0.09
Mood after parent left Did not change (285)	166 / 173.9 [-1.3]	34 / 39.2 [-1.2]	85 / 71.9 [2.3]	
Improved (345)	209 / 210.6 [-0.2]	54 / 47.4 [1.4]	82 / 87.0 [-0.9]	

\* values outside  $\pm 1.96$  are significant at  $p < 0.05$ ; values outside  $\pm 2.58$  are significant at  $p < 0.01$ ; values outside  $\pm 3.29$  are significant at  $p < 0.001$

**Table 4.** Prediction of emotional well-being by the following predictors

Predictors	Estimates	Std. Beta	p
Migrant mother (vs father)	0.18	0.07	0.04
Migrant mother and father (vs father)	0.32	0.17	<0.001
Leave duration	-0.13	-0.08	0.02
Household income	-0.13	-0.08	0.01
Dependence on remittances	0.04	0.02	0.51
Access to social services	0.05	0.02	0.48
Mean age of children in the household	0.06	0.04	0.24
Number of children in the household	-0.08	-0.04	0.16
R-squared / R-squared adjusted		0.04 / 0.03	

## Annex 18. Research Ethics Approval

unicef  | for every child

### Research Ethics Approval

22 February 2019

Maria Malinovskaya, MS  
c/o UNICEF Uzbekistan  
Sharof Rashidov 16  
Tashkent Uzbekistan 100029

RE: Ethics Review Board findings for: *Protecting Children Affected by Migration in Southeast, South and Central Asia: Case of Uzbekistan*

Dear Malinovskaya,

Protocols for the protection of human subjects in the above study were assessed through an ethics review by HML Institutional Review Board on 13 – 22 February 2019.

This study's human subjects' protection protocols, as stated in the materials submitted, received **IRB approval**. Please notify this IRB of any changes in this study's design, risks, consent, or other human subject protection protocols.

Sincerely,



D. Michael Anderson, Ph.D., MPH  
Chair & Human Subjects Protections Director, HML IRB

cc: Zokir Nazarov, Shakhlo Ashrafkhanova, Penelope Lantz, JD

HML Institutional Review Board  
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US Department of Health & Human Services, Office of Human Research Protections IRB #00001211