Could migration mean the same thing everywhere? Getting to the who, what, when and where in the FAMELO project.

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2023 Summer Institute for Migration Research Methods
FAMELO –

Family Migration and Early Life Outcomes

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Research Questions

How does migration at the household level shape children’s developmental trajectories in origin communities?

• Does migration timing, type and duration matter for children in origin households?

• Does migration have the same association with children’s pathways across contexts?
  • Resources in sending households and communities?
  • Diversity of destinations?
  • Maturity of the migration system??
FAMELO – A set of related projects with shared research infrastructure and definitions of migration

• Project 1: Family Migration Context and Socio-emotional competence, Dr. Natalie Eggum, Arizona State University, PI

• Project 2: Family Migration Context, Aspirations and Children’s Schooling, Dr. Jennifer Glick, Pennsylvania State University, PI

• Project 3: The Impact of Family Migration on the Transitions to Adulthood, Dr. Sarah Hayford, Ohio State University, PI
Definitions the team needs to consider before we begin:

- Migration?
  - Labor migration
  - Voluntary migration
  - Residential mobility

- Migrant?
  - Place of birth vs. current location
  - Place of birth vs. Intended location (in transit?)

- “Left Behind” vs. child of migrants?
Three sites:

- Jalisco, Mexico
- Chitwan, Nepal
- Gaza, Mozambique
Migration definitions are relative....

The view of migration depends on where we are at the time of data collection...

- Interview location – Caregiver and child’s home
- Desired destination
- Children’s other location – away at school, visiting relatives
- Family member’s location
- Place of birth
FAMELO learned important lessons from prior studies:

Examples: Sending household focused

• CHAMPSEA – International comparative project
  • Transnational migration in south-east Asia and the health of children left behind
  • Migration = current parental migration
  • Focus on ‘left-behind’ with more limited attention to migration life course of the family
  • Detailed data on child development and well-being

• MAFE – Migration between Africa and Europe Survey
  • Unique for focus on sending households but children in schools (African countries – Senegal, DR Congo & Ghana) and connections to migrants (European countries – France, Spain, Italy, Belgium, UK and Netherlands)
Examples: Household based surveys

Surveys

• Mexican Family Life Study (MxFLS) [Links]
• Indonesia Family Life Study (IFLS)
• “Transnational migration in south-east Asia and the health of children left behind” (CHAMPSEA),
• Chitwan Valley Family Study (CVFS),
• Matlab Bangladesh HDSS (MCH/FP)

Highlights

1. All longitudinal studies with some data on migration.
2. Focus on family/household relationships offers opportunity to trace migration process across family members.
3. Variable information on specific context of migration (i.e., labor, family reunification, forced, etc.)
Migration specific examples:

• Mexican Migration Project and Latin American Migration Project
  • Ethnosurvey approach
  • Detailed information on migration
    • Migration incorporated in life history calendars
    • Different approaches across countries
  • Focus on migration and livelihoods
  • Less information on children’s development or change over time.
FAMELO Design

- **Sample:**
  - ~ 2,000 households.
  - 2,000 ‘caregivers’
  - 3,000 children ages 5 – 17

- **Data collection:**
  - Interviewer administered questionnaire (tablets)
  - Translated in 4 languages
  - All local interviewers
FAMELO
A longitudinal comparative study of children’s social development, educational pathways and transitions to adulthood in three diverse settings

Pilot study 2015-2016
Wave I 2017-2018
Re-contact survey 2019
Wave II 2020; 2021-2022
COVID-19 mitigation
Measuring Migration – Survey design

• Retrospective:
  – First and last ‘trip’ by everyone in the ‘household’

• Prospective:
  – Moves between wave I and re-contact survey by everyone in the ‘household’ at wave I
  – Moves between re-contact and wave II
  – Moves into the ‘household’ –
    • new and returning folks
Measuring Migration – Questionnaire design

- Has the child experienced migration from their household?
  - Timing of migration in the child’s life course
    - before child was born, before child entered school, after child is an adolescent?

- Does the child become a migrant?
  - For school?
  - For work?
  - To join family?
  - For marriage?
  (gendered process)
Survey design constraints unrelated to migration

- Reduce respondent burden on the caregiver:
  - All caregivers answer all questions about focal child 1
  - The caregivers selected to report about two children answer a shorter set of questions about focal child 2

- Keep child interviews developmentally appropriate:
  - Very few questions for 5-7 year olds
  - Questions then added by age group: 8-10, 11-13 and 14-17 year olds.
Taking the interviews to the field:

- Writing the Protocol and Programming for computer assisted interviews:
  - SURVEY TAB – Program created “in house” (S. Yabiku, Penn State University)
  - ‘Designer’ program allows researchers to create complex surveys.
  - Requires manual creation of ‘loops’ and ‘skips’
Interviewer Training

• Program used by interviewer:
  – Prompts interviewer
  – Prohibits ‘out of range’ responses
  – Automates skips through very complex survey

• Training varies but some common practices:
  – Explanation of project goals & human subjects protections
  – Practice and troubleshooting
  – Specialized explanation for interviewing children (when to repeat items, when to prompt, when to move on or abort interview)
Challenges of household visits

• When possible – more than one interviewer per household
• Finding privacy without compromising safety
• Technical challenges – Cell phones, Tablets
Results?

- LOTS of variation in migration across the three sites and even across households within sites.
- More internal migration than anticipated
Prevalence of migration from the household, Children ages 11-17, FAMELO Wave I

<table>
<thead>
<tr>
<th></th>
<th>JALISCO, MEXICO</th>
<th>CHITWAN, NEPAL</th>
<th>GAZA, MOZAMBIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least one person living abroad</td>
<td>3.9%</td>
<td>35.9%</td>
<td>29.9%</td>
</tr>
<tr>
<td>Parent is abroad</td>
<td>3.1%</td>
<td>28.2%</td>
<td>20.2%</td>
</tr>
<tr>
<td>Sibling is abroad</td>
<td>&lt; 1%</td>
<td>6.7%</td>
<td>5.2%</td>
</tr>
<tr>
<td>At least one person living elsewhere in the country</td>
<td>7.5%</td>
<td>17.7%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Parent is elsewhere</td>
<td>2.9%</td>
<td>9.3%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Sibling is elsewhere</td>
<td>4.3%</td>
<td>8.4%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Sample Size</td>
<td>1,476</td>
<td>1,861</td>
<td>1,119</td>
</tr>
</tbody>
</table>
Examples of relationships between migration and children’s own aspirations?

• International migration is associated with lower educational aspirations in less resourced contexts.

• Family and household resources are positively associated with educational aspirations.

• Children with higher educational aspirations are also more likely to aspire to migrate.

• Differences by gender are small in all contexts.
Additional activities for the FAMELO projects...

• Adapting to COVID-19 mitigation
  – Delays and changes in mode of data collection
  – Questionnaire additions
  – New research questions we should address!
Additional activities for the FAMELO projects...

- Related data collections in Nepal
  - REALM – Nepal (Ghimire, University of Michigan, PI)
  - FAMELO-FUN (Eggum, Arizona State University, PI)
- New proposed sites
Thank You