

The Impact of International Migration on the Left-Behind

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Global project on migration

- What is the Issue?
 - Little attention, has been devoted to weigh the impact of international migration on sending countries and specifically on the left-behind
- Why Did the Issue Arise?
 - Reliable national-level data about the incidence and magnitude of international migration (of adults or children) and on those left behind are rare because estimating these numbers is extremely difficult due to a range of methodological problems (see Bilsborrow et al. 1997)
- What are the Implications of not Having Reliable and Valid Data?
 - Lack any comparability among other sources due to different uses of categories and formats
 - Limit the generalizability of these data
 - Public policy formulation may rest on analyses that may lack any reliability or validity and thus have potential implications regarding implementation and outcomes

Children and Migration

- What are we doing?
 1. Estimating the number of international migrant children in partnership with UNDESA
 2. Impact on children left-behind (quantitative and qualitative)
 3. Synergies with other UN Agencies (DESA, ILO, South-South, UNDP)

Survey approach

- Purpose
 - To gauge the impact of international migration on the left-behind and the use of remittances in households where one or both of the parents are away in another country.
- How? Quantitative and Qualitative Approaches
 - Design a cross-national-cross-cultural survey that agrees on a set of common, universally applicable questions, which may be then supplemented with country-specific questions that will enrich and highlight the special needs of each country.
 - Qualitative ethno-surveys, focus groups, in-depth interviews.
- Methodological Background
 - MICS is used as a scaffold for:
 - Format
 - Instructions to interviewers, supervisors, etc.
 - Data processing

Survey topics

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Field progress

- Institutional partnerships
 - NGO (*Observatorio de los Derechos de la Niñez*)
 - National Census Offices (INEC and INSTAT)
 - Academic Institutions (FLACSO)
- Pre-test of instrument in Ecuador
- Focus groups in Ecuador and Albania
- Interviewer Supervisors' Training
- Sample design with institutional partners

Next steps

1. Analyze data from pilot surveys
2. Expert consultation
- 3.

Questions & Comments

Thank you for your attention