

Gatskova, Kseniia; Ivlevs, Artjoms; Dietz, Barbara

Article — Accepted Manuscript (Postprint)

Can Labor Emigration Affect the Education of Girls? Evidence from Tajikistan

Feminist Economics

Provided in Cooperation with:

Leibniz Institute for East and Southeast European Studies (IOS), Regensburg

Suggested Citation: Gatskova, Kseniia; Ivlevs, Artjoms; Dietz, Barbara (2019) : Can Labor Emigration Affect the Education of Girls? Evidence from Tajikistan, *Feminist Economics*, ISSN 1354-5701, Taylor & Francis, London, Vol. 25, Iss. 3, pp. 96-118,
<https://doi.org/10.1080/13545701.2019.1615101>

This Version is available at:

<https://hdl.handle.net/10419/238325>

Standard-Nutzungsbedingungen:

Die Dokumente auf EconStor dürfen zu eigenen wissenschaftlichen Zwecken und zum Privatgebrauch gespeichert und kopiert werden.

Sie dürfen die Dokumente nicht für öffentliche oder kommerzielle Zwecke vervielfältigen, öffentlich ausstellen, öffentlich zugänglich machen, vertreiben oder anderweitig nutzen.

Sofern die Verfasser die Dokumente unter Open-Content-Lizenzen (insbesondere CC-Lizenzen) zur Verfügung gestellt haben sollten, gelten abweichend von diesen Nutzungsbedingungen die in der dort genannten Lizenz gewährten Nutzungsrechte.

Terms of use:

Documents in EconStor may be saved and copied for your personal and scholarly purposes.

You are not to copy documents for public or commercial purposes, to exhibit the documents publicly, to make them publicly available on the internet, or to distribute or otherwise use the documents in public.

If the documents have been made available under an Open Content Licence (especially Creative Commons Licences), you may exercise further usage rights as specified in the indicated licence.



<http://creativecommons.org/licenses/by-nc/4.0/>

CAN LABOR EMIGRATION AFFECT THE EDUCATION OF GIRLS? EVIDENCE FROM TAJIKISTAN

Kseniia Gatskova, Artjoms Ivlevs, and Barbara Dietz

ABSTRACT

This study examines how large-scale, predominantly male emigration affects the education of girls staying in Tajikistan, the poorest post-Soviet state and one of the most remittance-dependent economies in the world. Using data from a three-wave household panel survey conducted in 2007, 2009, and 2011, this study finds that the net effect of migration on girls' schooling turns from positive to negative with girls' age. These results lend support to various conceptual channels through which the emigration of household members may affect girls' education, including the relaxation of budget constraints, a change of the household head, and an increase in household work. At the practical level, the results imply that migration can be detrimental to women's empowerment and cast doubt on whether emigration is an appropriate long-term development strategy for Tajikistan.

KEYWORDS

Girls' education, migration, remittances, female empowerment, Tajikistan

JEL Codes: F22, J16, J24

INTRODUCTION

The education and skill formation of women are important resources for the economic and social advancement of developing economies (World Bank 2011; Hanushek 2013). It is well documented that better educated women have higher rates of labor market participation, earn more income, and provide better education and healthcare for their children. In this context, equal education opportunities are crucial for women's economic participation and empowerment. Yet, across the developing world, girls' access to education continues to be hampered by a number of factors, ranging from household income constraints and involvement in household tasks to restrictive cultural and social norms.

This is an Accepted Manuscript version of the following article, accepted for publication in *Feminist Economics*. Kseniia Gatskova, Artjoms Ivlevs & Barbara Dietz (2019) Can Labor Emigration Affect the Education of Girls? Evidence from Tajikistan, *Feminist Economics*, 25:3, 96-118, DOI: 10.1080/13545701.2019.1615101. It is deposited under the terms of the Creative Commons Attribution-NonCommercial License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits non-commercial re-use, distribution, and reproduction in any medium, provided the original work is properly cited.

Recent literature has suggested that the migration of family members and migrant remittances are important factors affecting girls' educational outcomes (Giannelli and Mangiavacchi 2010; McKenzie and Rapoport 2011; Antman 2012, 2015). While a considerable number of empirical studies have uncovered considerable effects of migration and remittances on girls' education (Giannelli and Mangiavacchi 2010; McKenzie and Rapoport 2011; Antman 2012), the observed relationships are often context specific and may not be explained through a single conceptual mechanism.

Focusing on Tajikistan – the poorest post-Soviet Central Asian state and one of the most remittance-dependent economies in the world¹ – the main objectives of this paper are to identify the net effect of migration on the educational outcomes of girls staying behind and to discuss the likely mechanisms behind the effect. We distinguish between current and return migration, as well as parental and siblings' migration, since previous literature suggests that different types of migration may have opposing effects on the education of children (Bennett, Clifford, and Falkingham 2013; Cebotari 2018). Our analysis is based on household survey data from a unique three-wave panel study conducted in Tajikistan in 2007, 2009, and 2011. Large out-migration – predominantly of men – and the increasing gender disparities in educational outcomes that Tajikistan has witnessed in the last twenty years make the country particularly suitable for an examination of the link between migration and the schooling of girls.

The lack of appropriate data for the Central Asian region has so far prevented scholars from intensively studying this important and complex link. Our paper makes two main contributions to the field of research that examines the long-term consequences of migration. First, based on panel data, we provide empirical evidence on the effect of different kinds of international labor migration on the educational outcomes of young and teenage girls in Tajikistan. Compared to other studies on this topic for Tajikistan (Bennett, Clifford, and Falkingham 2013; Yamada 2016, 2017; Cebotari 2018), the use of panel data is unique. Second, while Rachel Bennett, David Clifford, and Jane Falkingham (2013) and Daichi Yamada (2016) examine the impact of household members' migration on the school enrollment of children staying behind, our study focuses particularly on girls. Similar to Victor Cebotari (2018), who takes a gender perspective into consideration when estimating the risk of experiencing an educational lag in Tajikistan, we expand the study on the effect of migration on girls' schooling to discuss the most likely channels through which the migration of household members may affect girls' education. We also note that, given the similarity of migration patterns in Central Asia – characterized by large-scale, low-skilled, predominantly male labor migration to Russia – our results have important implications for the region.

MIGRATION, REMITTANCES, AND GIRLS' EDUCATION: LITERATURE REVIEW

The literature has identified various channels through which migration and remittances may affect the educational attainment of girls left behind (Hanson and Woodruff 2003; Giannelli and Mangiavacchi 2010; McKenzie and Rapoport 2011; Antman 2012, 2015). From an economic perspective, migration and its associated remittances may have a positive impact on girls' education, as migrant remittances relax household budget constraints and additional resources are invested in girls' schooling (Hanson and Woodruff 2003). For example, children in migrant households in Mexico complete more years of schooling than children in nonmigrant households, and girls in families with low levels of education benefit from parental migration more than boys (Hanson and Woodruff 2003). That study argues that in lower-educated households, which tend to have lower financial resources, migrant remittances are a crucial source of finance for girls' schooling. Similarly, Carla Calero, Arjun S. Bedi, and Robert Sparrow (2009) show that, in Ecuador, the receipt of remittances increases the rate of school enrollment for children, especially for girls in rural areas. Interestingly, a higher investment of additional household resources in girls' education was not observed in the case of Jordan (Mansour, Chaaban, and Litchfield 2011). Although Wael Mansour, Jad Chaaban, and Julie Litchfield (2011) found that remittances in migrant households alleviated budget constraints and had a positive impact on education, boys' schooling was a higher priority. Ann Vogel and Kim Korinek (2012) obtained a similar result in Nepal, where remittances sent by migrants were spent on the education of children, but disproportionately so on boys. The exception is higher-income remittance-recipient households, which allocated greater resources to girls' schooling. In a more recent study on Nepal, Maheshwor Shrestha (2017) reveals a positive impact of migration on girls' – but not on boys' – education. According to this study, boys in migrant households increasingly choose low-skilled migration instead of schooling (Shrestha 2017).

On the other hand, the out-migration of household members may result in a reduction in the supervision of children and/or more work at home for children staying behind, as a study for Albania shows (Giannelli and Mangiavacchi 2010). Typically, girls have to take over domestic chores and the burden of caring duties, which might negatively affect their school attendance (McKenzie and Rapoport 2011; Dávalos et al. 2017).² David McKenzie and Hillel Rapoport (2011), for example, report a statistically significant negative effect of migration on the school attendance of 16–18-year-old girls in Mexico. Furthermore, McKenzie and Rapoport find that girls in migrant households take on more household chores. Hongqin Chang, Xiao-yuan Dong, and Fiona MacPhail (2011) corroborate the latter observation, showing that in China, parental migration leads to a greater

increase in domestic and farmwork among girls (and elderly women) as compared to boys (and elderly men). The same holds true for Kyrgyzstan, where Jorge Dávalos et al. (2017) show that girls are disproportionately more inclined to perform unpaid family work in migrant households. Similarly, a study on Georgia points out that male migration widens gender differences with respect to the division of household tasks (Torosyan, Gerber, and Goñalons-Pons 2016). This study revealed that left-behind women not only do more housework when the migrant is abroad, but they also become accustomed to these new tasks and persist in doing them even after the migrant returns.

Finally, the change of household head following migration has been shown to influence girls' schooling. Francisca M. Antman (2012, 2015) uncovers a statistically significant positive effect of parental (mostly fathers') migration from Mexico to the United States on girls' education. She attributes this beneficial effect of migration on girls' education to the greater influence of women on household decision making and resource allocation after male household heads migrate (Antman 2015). Considerably bigger expenditures on children's education are also observed in households in which women are the primary recipients of remittances (Pickbourn 2016). However, the change of the household head following migration may also have a negative effect on girls' education. In the case of Albania, Gianna Claudia Giannelli and Lucia Mangiavacchi (2010) show that parental migration increases the probability of children dropping out of school, especially among girls. One of the explanations is that in traditional Albanian society, the decision-making power in migrant households passes to older men (for example, grandfathers), who attach a lower value to girls' compared to boys' education.

Only recently has it been discussed for Mexico (Kandel 2003) and Tajikistan (Bennett, Clifford, and Falkingham 2013) that the impact of family members' migration on children's schooling might also depend on the child-migrant relationship – that is, whether it is the parents or the siblings who move abroad. The migration of parents as compared to siblings is expected to result in larger remittances toward children at home, thus potentially more strongly supporting the education of children staying behind. Furthermore, the negative effect of higher household chores on the education of left-behind children might be higher in the case of emigrating siblings, as their housework is typically passed on to (teenage) children in the family, while the household chores of emigrating parents are often delegated to adult household members (Kandel 2003; Bennett, Clifford, and Falkingham 2013). Consistent with this conceptualization, Bennett, Clifford, and Falkingham (2013) find that children's school enrollment in Tajikistan is positively associated with parental migration, but negatively associated with the migration of siblings. In the case of low-skilled, male-dominated labor migration, girls staying behind may be

particularly exposed to more household chores at the expense of schooling. This is not only consistent with the female role model but also reflects a situation where male youths tend to follow the example of emigrating family members and drop out of education to move abroad for paid work, as has been shown for Tajikistan (Yamada 2016) and Nepal (Shrestha 2017).

Summing up, there are three major mechanisms through which the migration of household members can specifically affect girls' education: the relaxation of financial constraints through remittances, an increase in domestic work for girls staying behind, and a change in the head of household, with a related shift of the decision-making power. Importantly, these mechanisms are contingent on the type of migration (for example, male versus female) and the migrant-child relationship, as well as on the social and cultural norms prevailing in the migrant's country of origin.

MIGRATION AND GIRLS' EDUCATION IN POST-SOCIALIST TAJIKISTAN

Tajikistan is a small, landlocked country in post-Soviet Central Asia with a population of little more than 8.5 million people in 2015. After the country proclaimed its independence in 1991, external labor migration and the inflow of remittances started to play a dominant role in sustaining its economy. Because labor migration from Tajikistan is often short term or circular, official data do not capture the full extent of this movement. A representative survey found that 20 percent of all households included at least one migrant in 2011 (Danzon, Dietz, and Gatskova 2013a). This high labor migration activity is corroborated by remittance data. According to official statistics, the inflow of remittances to Tajikistan amounted to US\$3.06 billion in 2011, or about 47 percent of the country's GDP (World Bank n.d.).

Education and gender equality were actively promoted in Tajikistan in Soviet times, but the Soviet achievements have been eroding since the country's independence in 1991 (Silova and Abdushukurova 2009; Olimova 2010). At the same time, traditional norms have gained ground, in rural areas especially, partially facilitated by the Islamic revival. Traditional gender norms have been strengthening, manifesting themselves in earlier marriages, higher levels of domestic violence, and higher fertility (Meurs and Giddings 2012; Qodir 2012). Women in Tajikistan are expected to be primarily devoted to household chores and childrearing (Hegland 2010; Harris 2011; Popova and Plulikova 2013).

As a post-Soviet country, Tajikistan inherited the Soviet educational system, where compulsory school is free of charge by state law. Compulsory education embraces four years of primary school (grades 1–4; ages 7–10) and five years of basic secondary education (grades 5–9; ages 11–15). Moreover, there are two years of upper secondary education (grades 10–11;

ages 16–17). Although compulsory education is guaranteed, several studies have pointed out that public education in Tajikistan has become costly in recent years. Due to underfunding, schools charge fees for textbooks, extracurricular classes, and school maintenance (Whitsel 2009; Yamada 2017).

Since independence, there has been a continuous decline in girls' school enrollment rates, especially at the higher levels of schooling (Silova and Abdushukurova 2009). According to the United Nations Children's Fund (UNICEF; 2011), 20 percent of girls in Tajikistan drop out of school without completing a full course of basic secondary education – that is, up to grade 9. Official data confirm that in 2011, the gross enrollment rate for secondary education was 90 percent for boys, but only 79.5 percent for girls (UNESCO n.d.). It is argued that public awareness of the advantages of girls' education is still low, especially in rural and remote areas. Many girls must carry out chores at home instead of attending school. A recent survey study reported that 69 percent of the girls in grades 7–9 attended school irregularly because they had to work at home (UNICEF 2013). Girls are mostly engaged in cleaning, washing dishes, doing laundry, and cooking. In addition, they have an important role as caretakers, looking after younger siblings and sick relatives. Girls are also active in agriculture, for example, by working in the fields (Baschieri and Falkingham 2007; UNICEF 2013). This is consistent with women's traditionally high participation in agricultural work in Tajikistan; according to the World Bank, in 2009, nearly 70 percent of all agricultural employees in the country were women (World Bank n.d.).

Furthermore, there is a cultural dimension that may affect girls' dropping out of school. Girls in traditional, religious families are not permitted to walk alone to school after reaching puberty (Haarr 2005; Asian Development Bank 2016). Older brothers or cousins must accompany their female relatives. Many girls in rural or remote areas stop schooling at the level provided in their village rather than walk unaccompanied to a school that provides further levels of education but is farther away from home (UNICEF 2013).

Drawing on the reviewed literature, various – potentially conflicting – effects of migration and remittances on the education of girls staying behind may be expected in the context of Tajikistan (Bennett, Clifford, and Falkingham 2013; Yamada 2016, 2017; Cebotari 2018). On the one hand, the effect of remittances on education is likely to be positive where liquidity constraints are binding. A higher household income might improve the school attendance of girls whose families are otherwise not able to afford their education and girls who otherwise must take on household chores or work at the expense of schooling. On the other hand, the effect of having a migrant in the household – mainly fathers and elder brothers – is likely to leave many girls with less supervision and

bring additional responsibilities at home, potentially resulting in increased dropout rates. The risk of having to leave school early increases with girls' age. When fathers are away and mothers have to work to make a living, teenage girls often take on the household chores of their mothers (UNICEF 2013).³ Besides a higher workload, in the case of the migration of male siblings, the education of teenage girls might additionally be hampered in families where traditional norms do not allow teenage girls to walk alone to school. The impact of migration and remittances on girls' schooling that can be attributed to the change of the household head after migration may also be different from that outlined in the literature (that is, women taking over the head of household role and allocating more resources to daughters' education). Anthropological and sociological evidence suggests that labor migration in Tajikistan has strengthened gender and generational hierarchies (Whitsel 2009; Hegland 2010; Popova and Plulikova 2013). In multigenerational households, the decision-making power, including control over remittances, often passes to the migrant's parents (for example, to mothers-in-law) rather than the spouse (Whitsel 2009; Hegland 2010). If women, or family members who are supportive of girls' education, have a greater say in household decision making and resource allocation after male household heads migrate, a greater share of resources might be allocated to girls' schooling.

DATA, VARIABLES, AND ESTIMATION STRATEGY

Data

Data for our empirical analysis come from a large household panel survey carried out in Tajikistan in 2007, 2009, and 2011. The first two waves of the Tajikistan Living Standards Measurement Survey (TLSS; 2007, 2009) were administered by the World Bank and UNICEF, and the third wave of the panel, the Tajikistan Household Panel Survey 2011 (THPS; 2011), was designed and implemented by the Institute for East and Southeast European Studies as a follow-up to the TLSS (Danzer, Dietz, and Gatskova 2013a, 2013b).

The first TLSS wave in 2007 contained a representative sample of 4,860 households, and the second and third waves included a representative subset of 1,503 households. In 2011, only forty-five households from the list of households interviewed in 2009 were not reached, while 1,458 households that participated in the two previous waves were re-interviewed (Danzer, Dietz, and Gatskova 2013a). The panel attrition rate is, therefore, very low. This indicates that although labor emigration from Tajikistan is very intense, these moves are temporary – migrants work for pay abroad and return, rather than permanently relocating their families to the destination country.

All three waves were collected in autumn, following seasonal patterns in agriculture and migration. Household selection followed representative probability sampling, corresponding to the urban/rural and regional population distribution in Tajikistan. The 2009 TLSS and the 2011 THPS questionnaires largely reproduced the TLSS questionnaire used in 2007, with a small number of questions changed and added. The surveys provide extensive information on household characteristics, migration, education, health, labor market status, and consumption. The item non-response rate is uniformly low for the variables we use in the analysis.⁴

We focus on a sample of school-aged children (7–17 years old): 911 girls and 944 boys. On average, each child appeared in 2.2 waves of the survey, providing us with a working sample of 4,152 child-wave observations.

Variables

Outcome variable

The objective of our empirical analysis is to provide a nuanced analysis of the effect of household migration on girls' education. To ensure comparability, the full sample of children – boys and girls – is used. We construct a dummy variable for school attendance information based on whether the child was enrolled in an educational institution in the last academic year or not.⁵ Although basic secondary education (up to grade 9) is compulsory in Tajikistan, many girls drop out of school before its completion. In our data, 9 percent of all girls (7–17 years old) did not attend school. While 5 percent of girls dropped out between the ages of 7 and 11, 12 percent did not attend school between the ages of 12 and 17. This indicates that school attendance decreases with age.

Regressors of interest

Following our theoretical discussion of migration impacts on education, the focal regressors include the incidence of migration at the household level, parental migration, sibling migration, and the receipt of remittances (all dummy variables).⁶ Due to the seasonal and circular nature of labor migration in Tajikistan, we consider both the migrants working for pay abroad at the time of the interview and those who have recently (in the twelve months prior to the interview) returned. The minimum migration period for a person to be considered a labor migrant is one month.⁷

Literature on labor migration from Tajikistan suggests that migrants are mostly young men – the average age of return and of current migrants is 31.6 and 28.9 years, respectively (Danzer, Dietz, and Gatskova 2013a) – and it is the fathers and/or eldest sons who are most likely to move abroad (Olimova and Bosc 2003; Olimova 2010; Khuseynova 2013). We

therefore construct two variables: *parent migrant* and *sibling migrant*. Sibling migrants are defined in a broad sense, including both siblings of the child (typically, brothers) and other migrant household members, whose age difference with the child does not exceed 15 years (typically cousins and young uncles).⁸ We include other household members in the sibling category as they may have an influence on the educational choices of girls staying behind similar to that of migrating brothers.

Control variables

We only include time-variant individual and household-level characteristics as control variables. This is because the model to be estimated includes individual fixed effects, which will capture all time-invariant influences. Individual-level controls include the child's health status (whether a child needed hospitalization or ambulatory assistance in the four weeks prior to the interview).⁹ Household-level controls include household size, share of children in the household, share of elderly in the household, share of household members in employment, income net of remittances, and subjective financial satisfaction measured on a 1–5 scale – from (1) “not at all satisfied” to (5) “fully satisfied.” Means of individual and household controls are presented in Table 1.

Descriptive statistics

Before specifying our econometric model, in this section we briefly comment on the means of variables included in the analysis (Table 1), and report the school attendance rates by migrant status and type (Table 2). In both cases, we present the statistics for the whole sample of children (ages 7–17), as well as for the subsamples of girls and boys.

In the group of all children, 93 percent attend school, while only 91 percent of girls attend school (Table 1). As can be expected, in most cases the father of the children is the household head (68 percent), followed by the grandfather (13 percent), the mother (9 percent), and the grandmother (9 percent). Most children live in a household where the head has secondary education (62 percent), 16 percent belong to a household where the head has basic education, and another 17 percent are part of a household where the head has tertiary education. Compared to boys, girls are more likely to be from households whose heads are educated to a secondary level and less likely to be from households whose heads are educated to a basic or tertiary level. Eighty-one percent of children in our sample are Tajik, while 19 percent belong to the Uzbek minority, which reflects the current ethnic composition in Tajikistan. The ethnic structure of boys and girls is similar. More than two-thirds of children (boys as well as girls) live in rural areas (69 percent), which is close to the share of the rural

Table 1 Means of variables included in the analysis, for children ages 7–17, for full sample and by gender

	<i>Full sample</i> (<i>n</i> = 1,855)	<i>Girls</i> (<i>n</i> = 911)	<i>Boys</i> (<i>n</i> = 944)
Attending school	0.934	0.911	0.956
Age	12.28	12.27	12.28
Head of household is child's father	0.680	0.687	0.673
Head of household is child's mother	0.089	0.096	0.083
Head of household is child's grandfather	0.128	0.111	0.144
Head of household is child's grandmother	0.089	0.091	0.087
Head of household is child's other relative	0.014	0.015	0.013
Head of household: Basic education	0.164	0.155	0.172
Head of household: Secondary education	0.620	0.660	0.581
Head of household: Tertiary education	0.168	0.144	0.191
Tajik	0.813	0.799	0.825
Uzbek	0.186	0.198	0.175
Rural	0.685	0.689	0.682
Urban	0.315	0.311	0.318
Number of household members	7.22	7.28	7.16
Proportion of children in the household	0.518	0.525	0.511
Proportion of elderly in the household	0.030	0.029	0.032
Proportion of working members in the household	0.122	0.124	0.120
HH monthly income net of remittances (in Somoni)	656.16	621.17	689.73
Financial satisfaction	3.51	3.51	3.50
Hospitalized in the past month	0.022	0.018	0.026
Ambulatory assistance in the past month	0.042	0.042	0.041
Migrant in the household (currently away or returned in the last 12 months)	0.302	0.300	0.304
Migrant currently away	0.160	0.159	0.161
Returned migrant (in the last 12 months)	0.168	0.166	0.169
Male migrant	0.296	0.293	0.300
Female migrant	0.019	0.018	0.020
Parent migrant	0.195	0.194	0.196
Sibling migrant	0.107	0.106	0.108
Current migrant sending remittances	0.138	0.139	0.138
Current migrant in the household, no remittances	0.022	0.020	0.024

Sources: Authors' calculations based on TLSS 2007; TLSS 2009; and THPS 2011.

population in Tajikistan (74 percent). On average, children's household size is seven members, approximately half of household members are children, and one household member is working for pay. This household structure is nearly the same for boys and girls. Almost a third of all children

Table 2 Proportion of children ages 7–17 attending school, by migrant status/type and child’s gender

	<i>Full sample</i>	<i>Girls</i>	<i>Boys</i>
Nonmigrant household	0.937	0.913	0.959
Migrant in the household (currently away or returned)	0.927	0.907	0.948
Migrant currently away	0.925	0.898	0.950
Returned migrant	0.928	0.908	0.947
Male migrant	0.929	0.908	0.948
Female migrant	0.900	0.865	0.930
Parent migrant	0.948	0.934	0.962
Sibling migrant	0.889	0.856	0.921
Current migrant sending remittances	0.923	0.898	0.949
Current migrant in the household, no remittances	0.933	0.900	0.960

Sources: Authors’ calculations based on TLSS 2007; TLSS 2009; and THPS 2011.

live in a migrant household; in half of these families, migrants are currently away, while in the others migrants have recently returned. Typically for labor migration in Tajikistan, nearly all migrants are men. In 64 percent of migrant households, a parent left home to work for pay abroad; in the others, siblings emigrated.¹⁰ With respect to household migration status, boys and girls are similar. The inclination to send remittances is high: Eighty-six percent of current migrants send money home.

In the whole sample, children in nonmigrant households have, on average, a slightly higher school attendance rate than children in migrant households (Table 2). This pattern prevails for girls and boys. This said, in the case of parental migration, we observe higher school attendance rates of both girls and boys relative to nonmigrant households, and the migration of siblings is associated with a lower school attendance for both girls and boys. For all migrant types, girls’ school attendance rates are below those of boys.

Estimation strategy

Following our theoretical discussion, we want to estimate the effect of migration-related variables (explanatory variables) on the likelihood of attending school (outcome/dependent variable). At the outset, we emphasize that our estimates will show the net effect of a particular migration-related variable on child’s school attendance. Due to data constraints, we are not able to provide explicit tests of the conceptual channels discussed earlier. Having said this, we will try to interpret our estimated results in light of the previous theoretical discussion.

Formally, the model estimating the relationship between household member migration and school attendance for child i from household j in year t takes the following form:

$$\begin{aligned} \text{Attending school}_{i,j,t} = & \beta_0 + \beta_1 \text{Migration}_{j,t} + \beta_2 I'_{i,j,t} + \beta_3 H'_{j,t} \\ & + v_i + \tau_t + u_{i,j,t} \end{aligned} \quad (1)$$

where I' and H' are vectors of individual and household-level characteristics, v_i are child-fixed effects, τ_t are year-fixed effects, and $u_{i,j,t}$ is the error term.

We estimate several model specifications that include various migration types (current/return; parent/sibling), the interactions of migration and the child's gender, and a more complex three-way interaction of migration with gender and age. All specifications include household- and individual-level controls as well as individual- and year-fixed effects. Moreover, we differentiate between remitting and non-remitting current migrants. Intergenerational mobility studies show that the educational background of families strongly affects the educational outcomes of children (Haveman and Wolfe 1995). For this reason, we separately estimate the effects of migration on schooling for households where household heads have primary, secondary, or tertiary education.

RESULTS

Table 3 reports the results of the baseline fixed-effects OLS estimation for the full sample of children (ages 7–17), considering current and returned migrants in the household and adding interactions with gender and age.¹¹

Our findings indicate that migrants who are currently away have no statistically significant influence on the education of all children ages 7–17, but this picture changes fundamentally when interaction with gender is taken into account. According to our results, having a current migrant in the household statistically significantly increases the probability of girls attending school. This finding is supported by a recent study that showed that girls in migrant households in Tajikistan have a lower risk of experiencing an educational lag compared to girls in nonmigrant families (Cebotari 2018). However, further interactions with age demonstrate that the positive effect of migration on education reverses after girls have reached 11.8 years of age (approximately grade 6) and turns negative thereafter. Related to the reviewed literature (Hanson and Woodruff 2003; Antman 2015), it can be assumed that young girls in households with current migrants benefit from the relaxation of budget constraints and potentially from a shift of the household head, resulting in more support for their education.¹² In contrast, teenage girls seem to bear the costs of having a migrant from the household currently working for pay abroad. A

Table 3 Current and returned migration and school attendance of children ages 7–17, interaction with child's gender and age

<i>Dependent variable: Attending school (0/1)</i>								
	<i>All</i>		<i>Education of head of household</i>					
			<i>Basic</i>		<i>Secondary</i>		<i>Tertiary</i>	
Current migrant	0.016	(0.017)	0.004	(0.052)	0.034	(0.021)	0.005	(0.052)
Current migrant*female	0.402***	(0.114)	0.281	(0.243)	0.428***	(0.147)	0.672**	(0.293)
Current migrant*female*age	−0.034***	(0.009)	−0.025	(0.021)	−0.037***	(0.012)	−0.056**	(0.026)
Return migrant	−0.027*	(0.015)	−0.041	(0.044)	−0.026	(0.020)	−0.005	(0.025)
Return migrant*female	0.215**	(0.088)	0.303	(0.280)	0.166*	(0.100)	0.416	(0.258)
Return migrant*female*age	−0.017**	(0.007)	−0.020	(0.023)	−0.014*	(0.008)	−0.031*	(0.018)
<i>Individual and household controls</i>	Yes		Yes		Yes		Yes	
<i>Child- and year-fixed effects</i>	Yes		Yes		Yes		Yes	
<i>Observations</i>	4,152		680		2,574		697	
<i>Number of children</i>	1,855		312		1,146		310	

Notes: ***, **, * denote statistical significance at the 1, 5, and 10 percent levels, respectively. Robust standard errors are in parentheses.

higher workload at home is likely to impact the greater risk of teenage girls dropping out of school, and the absence of older male siblings who are supposed to accompany teenage girls to school in traditional families may amplify this negative effect. Interestingly, these consequences of current migration are observed in secondary- and tertiary-educated households – but not in lower-educated ones.

Turning to the impact of returned migrants, we observe, on average, a slightly higher likelihood of 7–17-year-old children leaving school early as compared to their peers in nonmigrant households. We also obtained gender and age differences similar to the case of current migrants: up to the age of 12.6 years, girls benefit from returned migrants in the household, while in later years they face a higher likelihood of dropping out of school. Importantly, teenage girls in households with returned migrants may still have high workloads of domestic tasks – even when household members return from abroad. A similar situation has been discussed in the case of Georgia, where women left behind get accustomed to a higher workload and continue carrying it out even after migrants come back (Torosyan, Gerber, and Goñalons-Pons 2016). In Tajikistan, the readiness of women to take on the bulk of household chores in migrant families might also be interpreted in light of a high percentage of repeated and seasonal migration, which implies that returning migrants are often only temporarily at home.

Next, empirical evidence suggests that the channels through which migration affects the schooling of girls may be different depending on who is absent – a girl’s parent or a girl’s sibling (Kandel 2003; Bennett, Clifford, and Falkingham 2013). Therefore, in the next step, we add the distinction between parental and sibling migration to our analysis. Table 4 reports the estimation results for current and returned migrants who are either parents or siblings of children staying behind.

For all children ages 7–17, parental current migration has a positive effect on schooling in families with basic- and secondary-educated household heads. This indicates that in lower-educated, most likely poorer households, remittances from parents currently away help enhance the education of children left behind. In contrast, the current migration of siblings has no overall influence on the education of children at home, confirming the argument that the migration of parents as compared to siblings leads to greater support for children. Turning to gender differences, a positive effect of parental migration is observed for younger girls (under 11.3 years), while older girls face a higher likelihood of dropping out. As discussed earlier, young girls may benefit from a relaxation of budget constraints as remittances flow in, or they may benefit from a change of the household head, when the household decision-making power is passed from the father going abroad to the children’s mother. In the latter case, a female household head may ascribe a higher priority to girls’ education

Table 4 Parental and sibling migration and school attendance of children ages 7–17, interaction with child's gender and age

		<i>Dependent variable: Attending school (0/1)</i>						
		<i>Education of head of household</i>						
		<i>All</i>	<i>Basic</i>		<i>Secondary</i>		<i>Tertiary</i>	
Parental current migration	0.035	(0.022)	0.125**	(0.054)	0.045*	(0.027)	− 0.051	(0.071)
Parental current migration*female	0.350***	(0.132)	0.315	(0.272)	0.464***	(0.173)	− 0.311	(0.228)
Parental current migration*female*age	− 0.031***	(0.011)	− 0.038	(0.024)	− 0.040***	(0.014)	0.035*	(0.019)
Parental return migration	− 0.024	(0.015)	0.018	(0.028)	− 0.032	(0.022)	− 0.015	(0.029)
Parental return migration*female	0.098	(0.086)	− 0.158	(0.242)	0.045	(0.086)	0.866***	(0.329)
Parental return migration*female*age	− 0.006	(0.007)	0.019	(0.019)	− 0.003	(0.008)	− 0.070***	(0.026)
Sibling current migration	0.013	(0.014)	− 0.054	(0.038)	0.027	(0.018)	0.054	(0.036)
Sibling current migration*female	0.136	(0.092)	0.087	(0.222)	0.169	(0.104)	0.015	(0.301)
Sibling current migration*female*age	− 0.014*	(0.008)	− 0.006	(0.019)	− 0.016*	(0.009)	− 0.010	(0.027)
Sibling return migration	− 0.042**	(0.021)	− 0.124**	(0.055)	− 0.039	(0.025)	0.059	(0.051)
Sibling return migration*female	− 0.004	(0.121)	0.005	(0.299)	− 0.010	(0.155)	− 0.068	(0.110)
Sibling return migration*female*age	0.001	(0.010)	0.008	(0.026)	0.002	(0.013)	− 0.002	(0.007)
<i>Individual and household controls</i>	Yes		Yes		Yes		Yes	
<i>Child- and year-fixed effects</i>	Yes		Yes		Yes		Yes	
<i>Observations</i>	4,152		680		2,574		697	
<i>Number of children</i>	1,855		312		1,146		310	

Notes: ***, **, * denote statistical significance at the 1, 5, and 10 percent levels, respectively. Robust standard errors are in parentheses.

and therefore girls may have a better chance of attending school – at least up to a certain age. The negative impact of parental current migration on the education of teenage girls points again to the higher workload due to the loss of people able to do housework in migrant families, which keeps teenage girls from attending school.

Furthermore, current sibling migration increases the likelihood of dropping out of school in older girls in particular. Two mutually reinforcing mechanisms may be responsible for that: more household chores for older girls to compensate for the absence of siblings working for pay abroad, and traditional norms that do not allow teenage girls to walk to school unaccompanied by older male siblings. Having a returned sibling migrant in the household has a strong negative effect on the education of all children – regardless of gender and age. This suggests that not only girls but also boys from households with returned sibling migrants have a higher risk of dropping out of school. This phenomenon, often observed in countries with low-skilled, male-dominated labor migration, has been attributed to the signaling effect of migration – that is, male migrants in the household send a strong signal to boys staying behind to drop out of school and prepare for migration. It has been argued that signaling takes place in various parts of the world, such as Mexico (McKenzie and Rapoport 2011), Kyrgyzstan (Kroeger and Anderson 2014), and Nepal (Shrestha 2017). In the case of Tajikistan, the remarkable difference between the effects of parental and sibling migration is that parental emigration can affect the education of children – especially younger girls – positively, while emigration of siblings is consistently negatively related with the school attendance of both boys and girls.

Next, we investigate the consequences of receiving remittances on the education of children staying behind (Table 5; note that the information on remittances is only available for current migrants).

Unsurprisingly, the results of receiving remittances echo the findings of having a current migrant in the household. While no statistically significant effect on school attendance is obtained for the full sample, receiving remittances increases the probability of girls attending school for girls up to 11.8 years old and decreases it thereafter. Again, for young girls this points to a relaxation of budget constraints and a possible change in the head of household. For teenage girls, the higher risk of dropping out of school is surely related to the greater workload resulting from the absence of household members, which is neither compensated for by a higher household income nor by more support for girls' education, following a potential change in the head of household. Having a current migrant in the household but receiving no remittances generally has a positive impact on the school attendance of children, but it affects girls' education only in households whose heads are educated to the tertiary level. The latter results – a positive effect on the education of young girls and a negative effect

Table 5 Remittance- and non-remittance-sending current migrants and school attendance of children ages 7–17, interactions with child's gender and age

		<i>Dependent variable: Attending school (0/1)</i>							
		<i>Education of head of household</i>							
		<i>All</i>		<i>Basic</i>		<i>Secondary</i>		<i>Tertiary</i>	
Remittances	0.007	(0.019)	0.018	(0.053)	0.016	(0.022)	0.008	(0.053)	
Remittances*female	0.415***	(0.121)	0.321	(0.273)	0.425***	(0.151)	0.787***	(0.291)	
Remittances*female*age	−0.035***	(0.010)	−0.029	(0.024)	−0.035***	(0.012)	−0.066***	(0.025)	
Migrant abroad no remittances	0.092**	(0.043)	−0.048	(0.094)	0.181***	(0.069)	0.015	(0.023)	
Migrant abroad no remittances*female	0.137	(0.243)	0.034	(0.179)	0.259	(0.399)	0.263*	(0.150)	
Migrant abroad no remittances*female*age	−0.018	(0.021)	0.001	(0.011)	−0.034	(0.034)	−0.023*	(0.013)	
<i>Individual and household controls</i>	Yes		Yes		Yes		Yes		
<i>Child- and year-fixed effects</i>	Yes		Yes		Yes		Yes		
<i>Observations</i>	4,152		680		2,574		697		
<i>Number of children</i>	1,855		312		1,146		310		

Notes: ***, **, * denote statistical significance at the 1, 5, and 10 percent levels, respectively. Robust standard errors are in parentheses. Dependent variable: whether the child attends school (0/1).

for teenage girls – have to be interpreted with caution, as tertiary-educated households with current migrants and no remittances comprise a very small group of families. Nevertheless, the positive effect on schooling for young girls in the absence of remittances points to a change of the household head as the reason for their higher school attendance, while additional household work might explain the negative impact on the schooling of teenage girls.

CONCLUSION AND POLICY RECOMMENDATIONS

Since 1991, girls in Tajikistan have experienced increasing school dropout rates, especially at higher levels of schooling. This paper has studied whether international labor emigration and remittances have contributed to this trend, using data from a unique three-wave household panel survey conducted in Tajikistan in 2007, 2009, and 2011.

Our results suggest that out-migration has a positive impact on the school attendance of young girls (ages 7–11), but it is negatively associated with the school attendance of teenage girls (ages 12–17). A more nuanced analysis shows that the schooling of young girls improves if parents (in the context of Tajikistan, mostly fathers) are currently abroad. However, in the case of teenage girls, current migration of both parents and siblings reduces school attendance. When the household starts receiving remittances, teenage girls experience higher dropout rates; in contrast, the school attendance of young girls increases. In sum, we find that the effect of household migration on girls' education differs by age, with the younger age groups benefiting from migration and older age groups becoming disadvantaged.

Previous – mostly qualitative – research described various channels through which the migration of household members in Tajikistan may affect girls' schooling. Our analysis provides empirical support for a number of them. For example, the positive effect of current parental migration on the education of young girls points to the relaxation of budget constraints due to remittances. In addition, current parental migration (typically fathers) may lead to a change in household head, potentially bringing greater support for the education of girls. In the case of teenage girls, we attribute the negative effect of current migration to a greater amount of household chores that teenage girls staying behind must undertake. Thus, household work for girls in migrant households increases at the expense of schooling (exceptions are very young girls who often lack physical strength to perform additional household duties). The negative effect of the current migration of male siblings on the education of teenage girls is likely to be related not only to a higher workload for girls but also to Tajik social norms, whereby girls (especially after puberty) are not allowed to go to school unaccompanied by male relatives.

The decreasing enrollment rate of girls in educational institutions and the resulting reduction in human capital may threaten the success of poverty alleviation policies and exacerbate gender inequality in Tajikistan. In the long run, it is likely to have negative implications for the economic development of the country. The empirical findings presented in our paper suggest that international labor migration does not help improve the educational outcomes of girls at the secondary education level. On the contrary, the educational level reached by teenage girls in migrant households is lower than that of those from nonmigrant households. These findings imply that governmental support programs should focus on migrant families with children, in particular girls.¹³ Improving infrastructure in rural areas – for example, enhancing the quality of roads and introducing school buses – may partially eliminate the effect of traditional norms that discourage young girls from walking unaccompanied to and from school. Girls from migrant households will particularly benefit from such intervention since rural areas supply the majority of labor migrants. Furthermore, special emphasis should be put on policy measures that promote and enable the school attendance of teenage girls in Tajikistan, for example, through introduction of scholarships for teenage girls from poor households or information campaign on the importance of girls' education via the popular mass media channels.

Kseniia Gatskova

Economics, Leibniz Institute for East and Southeast European Studies

Landshuterstr. 4, Regensburg, 93047 Germany

email: gatskova@ios-regensburg.de

Artjoms Ivlevs

Bristol Business School, University of the West of England (UWE Bristol)

Frenchay Campus, Coldharbour Lane, Bristol, BS16 1QY UK

email: A.Ivlevs@uwe.ac.uk

Barbara Dietz

Economics, Leibniz Institute for East and Southeast European Studies

Landshuterstr. 4, Regensburg, 93047 Germany

email: bardiez@gmail.com

NOTES ON CONTRIBUTORS

Kseniia Gatskova is Postdoctoral Researcher at the Leibniz Institute for East and Southeast European Studies, Regensburg. She holds a PhD in sociology from the University of Konstanz. Her main research interests are in the areas of migration and integration, social inequality, and post-Soviet transformation studies.

Artjoms Ivlevs is Associate Professor of Economics at the Bristol Business School, University of the West of England (UWE Bristol) and Research Fellow at the Institute of Labor Economics (IZA, Bonn). His research interests include migration, subjective well-being, corruption, and education, with a particular focus on the postsocialist economies of Central and Eastern Europe.

Barbara Dietz is an associated researcher at the Leibniz Institute for East and Southeast European Studies, Regensburg and Research Fellow at the Institute of Labor Economics (IZA, Bonn). Her research interests include migration and integration of immigrants, with a particular focus on Central European and post-Soviet societies.

ACKNOWLEDGMENTS

We thank Christiane Timmerman, Jean-Philippe Platteau, and the participants of the UNU-WIDER workshops in Namur and Helsinki and the 14th Biannual EACES Conference in Regensburg for many useful comments and suggestions. Financial support from UNU-WIDER is gratefully acknowledged.

FUNDING

This work was supported by UNU-WIDER: [Grant Number FBL-AEF-15-026].

NOTES

- ¹ Remittances in Tajikistan were equivalent to 29 percent of its GDP in 2015 (World Bank [n.d.](#)).
- ² The theoretical model of household decision making, originally formulated by Gary S. Becker ([1965](#)), supports this consideration. In the framework of household decision making, the model argues that adult household members decide on the schooling of children to maximize household utility. Typically, girls are taken out of school if their contribution to household chores or farmwork is expected to produce higher benefits than further education.
- ³ A similar transmission of the workload of mothers onto their daughters has been discovered in the case of maternal illness in Ethiopia (Dinku, Fielding, and Genç [2017](#)). While maternal illness reduces the time children spent in play, girls tend to be more engaged in domestic work than boys.
- ⁴ In fact, the response rate is 100 percent for all variables, except satisfaction with household finances, where information is not available in 0.46 percent of cases.
- ⁵ In designing the dummy variable, we checked whether, in some cases, girls dropped out of school but later returned. We found that 4 percent of all girls had left education at some point in time and later re-entered.
- ⁶ The information on receipt of remittances is available for current migrants in all waves and for returned migrants in the 2011 wave. However, it is not available for the

returned migrants in the 2007 and 2009 waves. In our analyses, we use the information on receipt of remittances from current migrants only. The dummy variable *remittances* captures the receipt of remittances from at least one international labor migrant.

- ⁷ Note that our reference group – children from nonmigrant households – includes children whose parent died (which could also affect school attendance). Parental death information is only available for the year 2007; it suggests that twelve children (0.80 percent of the sample) had lost their mother prior to the interview and forty-six children (3.55 percent of the sample) had lost their father. Given that parental death information is available only for the first wave of the survey, we cannot control for it in our longitudinal analysis.
- ⁸ The age difference of 15 years was chosen because this is the minimum difference between the age of a typical parent and a child. Our results do not change substantially if the age difference is reduced to 10 years or if the cousins/uncles are excluded from this category.
- ⁹ Note that we do not include the child's age as an individual control, as the age effect will be captured by year-fixed effects.
- ¹⁰ There are children living in households that have both current and returned migrants (3 percent) or parent and sibling migrants (2 percent).
- ¹¹ Although our dependent variable is binary, the fixed-effects OLS estimation (linear probability model) is the only feasible option; the logit and probit models do not easily accommodate fixed effects.
- ¹² Because our surveys contain no information on the decision-making practices of the household head, we cannot test the latter argument empirically and only discuss it at the conceptual level.
- ¹³ National Strategy of Educational Development 2012–2020 declares educational enhancement as one of the priority goals of Tajikistan (National Strategy of Educational Development 2012).

REFERENCES

- Antman, Francisca M. 2012. "Gender, Educational Attainment, and the Impact of Parental Migration on Children Left Behind." *Journal of Population Economics* 25(4): 1187–1214.
- . 2015. "Gender Discrimination in the Allocation of Migrant Household Resources." *Journal of Population Economics* 28(3): 565–92.
- Asian Development Bank. 2016. *Tajikistan: Country Gender Assessment*. Manila, Philippines: Asian Development Bank.
- Baschieri, Angela and Jane Falkingham. 2007. *Child Poverty in Tajikistan*. Dushanbe, Tajikistan: UNICEF. https://www.unicef.org/tajikistan/Child_Poverty.pdf.
- Becker, Gary S. 1965. "A Theory of the Allocation of Time." *Economic Journal* 75(299): 493–517.
- Bennett, Rachel, David Clifford, and Jane Falkingham. 2013. "Household Members' Migration and the Education of Children 'Left Behind': Empirical Findings from Tajikistan and Reflections for Research Practice." *Population, Space and Place* 19(1): 1–14.
- Calero, Carla, Arjun S. Bedi, and Robert Sparrow. 2009. "Remittances, Liquidity Constraints and Human Capital Investments in Ecuador." *World Development* 37(6): 1143–54.
- Cebotari, Victor. 2018. "Transnational Migration, Gender and Educational Development of Children in Tajikistan." *Global Networks* 18(4): 564–88.

- Chang, Hongqin, Xiao-yuan Dong, and Fiona MacPhail. 2011. "Labor Migration and Time Use Patterns of the Left-Behind Children and Elderly in Rural China." *World Development* 39(12): 2199–210.
- Danzer, Alexander M., Barbara Dietz, and Kseniia Gatskova. 2013a. "Migration and Remittances in Tajikistan: Survey Technical Report." IOS Working Paper No. 327, Institute for East and Southeast European Studies (IOS).
- . 2013b. "Tajikistan Household Panel Survey: Migration, Remittances and the Labor Market." Survey Report. Regensburg: Institute for East and Southeast European Studies (IOS).
- Dávalos, Jorge, Kamalbek Karymshakov, Burulcha Sulaimanova, and Raziiakhan Abdieva. 2017. "Remittances and Labor Supply of the Left-Behind Youth: Evidence from Kyrgyzstan." *Asian and Pacific Migration Journal* 26(3): 352–80.
- Dinku, Yonatan, David Fielding, and Murat Genç. 2017. "Health Shocks and Child Time Allocation Decisions by Households: Evidence from Ethiopia." Economics Discussion Papers No. 1705, April, University of Otago.
- Giannelli, Gianna Claudia and Lucia Mangiavacchi. 2010. "Children's Schooling and Parental Migration: Empirical Evidence on the 'Left-Behind' Generation in Albania." *Labour* 24(Supplement): 76–92.
- Haarr, Robin. 2005. "Violence and Exploitation of Children in Tajikistan." *Central Asian Survey* 24(2): 131–49.
- Hanson, Gordon H. and Christopher Woodruff. 2003. "Emigration and Educational Attainment in Mexico." Mimeo, University of California, San Diego. http://www.childmigration.net/files/Hanson_2003.pdf.
- Hanushek, Eric A. 2013. "Economic Growth in Developing Countries: The Role of Human Capital." *Economics of Education Review* 37: 204–12.
- Harris, Colette. 2011. "State Business: Gender, Sex and Marriage in Tajikistan." *Central Asian Survey* 30(1): 97–111.
- Haveman, Robert and Barbara Wolfe. 1995. "The Determinants of Children's Attainments: A Review of Methods and Findings." *Journal of Economic Literature* 33(4): 1829–78.
- Hegland, Mary Elaine. 2010. "Tajik Male Labour Migration and Women Left Behind: Can They Resist Gender and Generational Hierarchies?" *Anthropology of the Middle East* 5(2): 16–35.
- Kandel, William. 2003. "The Impact of U.S. Migration on Mexican Children's Educational Attainment." In *Education, Family and Population Dynamics*, edited by Maria Cosio, Richard Marcoux, Marc Pilon, and André Quesnel, 305–28. Paris: Committee for International Cooperation in National Research in Demography (CICRED).
- Khuseynova, Gulchekhra. 2013. "Social and Economic Impacts of Labor Migration on Migrants' Households in Tajikistan: Working out Policy Recommendations to Address its Negative Effects." Capstone Project Paper 26, Center for Public Policy Administration, University of Massachusetts-Amherst.
- Kroeger, Antje and Kathryn H. Anderson. 2014. "Remittances and the Human Capital of Children: New Evidence from Kyrgyzstan during Revolution and Financial Crisis, 2005–2009." *Journal of Comparative Economics* 42(3): 770–85.
- Mansour, Wael, Jad Chaaban, and Julie Litchfield. 2011. "The Impact of Migrant Remittances on School Attendance and Education Attainment: Evidence from Jordan." *International Migration Review* 45(4): 812–51.
- McKenzie, David and Hillel Rapoport. 2011. "Can Migration Reduce Educational Attainment? Evidence from Mexico." *Journal of Population Economics* 24(4): 1331–58.
- Meurs, Mieke and Lisa A. Giddings. 2012. "Maternal Healthcare in Tajikistan: A Bargaining Framework." *Feminist Economics* 18(3): 109–40.

- National Strategy of Educational Development. 2012. "National Strategy for the Development of Education of the Republic of Tajikistan until 2020" [in Russian]. https://www.ilo.org/dyn/youthpol/en/equest.fileutils.dochandle?p_uploaded_file_id=511.
- Olimova, Saodat. 2010. "The Impact of Labour Migration on Human Capital: The Case of Tajikistan." *Revue Européenne des Migrations Internationales* 26(3): 181–97.
- Olimova, Saodat and Igor Bosc. 2003. *Labor Migration from Tajikistan*. Dushanbe, Tajikistan: International Organization for Migration. http://publications.iom.int/system/files/pdf/labour_migration_tajikistan.pdf.
- Pickbourn, Lynda. 2016. "Remittances and Household Expenditures on Education in Ghana's Northern Region: Why Gender Matters." *Feminist Economics* 22(3): 74–100.
- Popova, Julia and Natasa Plulikova. 2013. "Life in Domination: Stay or Escape? What Wives of Tajik Migrants Think and Do." MS thesis, Lund University.
- Qodir, Haramgul. 2012. "Education Hampers Marriage for Rural Tajik Women." Institute for War and Peace Reporting. <https://iwpr.net/global-voices/education-hampers-marriage-rural-tajik-women>.
- Shrestha, Maheshwor. 2017. "The Impact of Large-Scale Migration on Poverty, Expenditures, and Labor Market Outcomes in Nepal." Policy Research Working Paper 8232, World Bank.
- Silova, Iveta and Tatiana Abdushukurova. 2009. "Global Norms and Local Politics: Uses and Abuses of Education Gender Quotas in Tajikistan." *Globalization, Societies, and Education* 7(3): 357–76.
- Tajikistan Household Panel Survey (THPS). 2011. Tajikistan Household Panel Survey 2011. http://www.lambda.ios-regensburg.de/doi/thps_2011.html.
- Tajikistan Living Standards Survey (TLSS). 2007. Tajikistan Living Standards Measurement Survey 2007. <http://microdata.worldbank.org/index.php/catalog/72>.
- . 2009. Tajikistan Living Standards Measurement Survey 2009. <http://microdata.worldbank.org/index.php/catalog/73>.
- Torosyan, Karine, Theodore P. Gerber, and Pilar Goñalons-Pons. 2016. "Migration, Household Tasks, and Gender: Evidence from the Republic of Georgia." *International Migration Review* 50(2): 445–74.
- UNESCO. n.d. *Tajikistan: Participation in Education*. Montreal: UNESCO Institute for Statistics. <http://uis.unesco.org/en/country/tj?theme=education-and-literacy> (accessed September 2018).
- United Nations Children's Fund (UNICEF). 2011. *Impact of Labour Migration on 'Children Left Behind' in Tajikistan*. Dushanbe, Tajikistan: UNICEF.
- . 2013. *Global Initiative on Out-of-School Children: Tajikistan Country Study*. Dushanbe, Tajikistan: UNICEF.
- Vogel, Ann and Kim Korinek. 2012. "Passing by the Girls: An Assessment of Remittance Allocation for Educational Expenditures and Social Inequality in Nepal's Households." *International Migration Review* 46(1): 61–100.
- Whitsel, Christopher M. 2009. "Family Resources, Sitting at Home and Democratic Choice: Investigating Determinants of Educational Attainment in Post-Soviet Tajikistan." *Central Asian Survey* 28(1): 29–41.
- World Bank. 2011. *World Development Report 2012: Gender Equality and Development*. Washington, DC: World Bank.
- . n.d. "World Development Indicators." <http://data.worldbank.org/data-catalog/world-development-indicators> (accessed June 2017).
- Yamada, Daichi. 2016. "Negative Effect of Past Migration Experience on Education Investment: Evidence from Tajikistan." <https://ssrn.com/abstract=2568964>.
- . 2017. "Migration, Education Investment and Gender in Transition: Evidence from Tajikistan in the 2000s." <https://ssrn.com/abstract=2912084>.