

Final Report
American Councils Combined Research
and Language Training Program

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1 Introduction and Project Objectives

This report documents my 2010 doctoral dissertation field work based in Dushanbe, Tajikistan. The primary purpose of this field work was to conduct a representative household survey which better identified the local community effects of mass international labor emigration. To prepare for, as well as to complement, the quantitative survey data, focus groups with women who had indirect migration experience were also conducted in various regions.

The report is organized as follows: Section 2 provides a brief contextual overview of Tajikistan's recent economic and social history pertaining to current migration trends. Section 3 summarizes the structure of the survey and its components. Section 4 describes the sampling design and time line over which work was conducted. Section 5 explains how focus groups were used to support and complement survey findings. Section 6 offers a preview of some salient survey results. Finally, Section 7 explains future directions for the work and touches upon some preliminary policy implications. All figures are presented at the end of the text. Any conclusions, opinions, or implications presented in this report are my own, and do not necessarily reflect the position of American Councils.

2 Tajik Context

Between 1990 and 1997, the average annual growth rate of Tajikistan's per capita GNP was -16.1%, making it, per capita, the fastest shrinking economy in the world in that period. It is still by far the most impoverished nation of Central Asia, with no natural resources to buttress its economy. A violent civil war in the mid-1990s and ongoing political fractiousness have exacerbated the economic woes of the post-Soviet transition.

The Soviet Union left a legacy of nearly universal secondary education for both boys and girls. But female illiteracy, historically near zero, has crept up in recent years. School enrollment has fallen as well. A gross enrollment ratio is the ratio of all students at a given grade level, regardless of age, to the total population of the appropriate age for that grade level. In 1990, Tajikistan's secondary school gross enrollment ratio (GER) was 102. Due to older students' secondary enrollment, total enrollment was greater than the secondary school age population. By 1996, the aggregate secondary GER had dropped to just 78; 83 for boys, and 74 for girls ¹. In 2006, it had rebounded to 83 ². But this recent uptick masks a growing gender gap. For boys, the 2006 GER was 90, but for girls it was just 75.

Meanwhile, by some estimates as much as half the country's labor force went abroad in search of work in 2008 ³; 96% of migrants traveled to Russia. Migrant workers are predominantly unskilled, with 55% working in the construction sector and 30% working in other unskilled areas ⁴. Nearly all of these international migrants are young men. In 2010, the World Bank estimates that there are more than 791,000 migrants, or 11.2% of the population (which includes children and the elderly) ⁵.

The 2.5 billion dollars transferred home in 2008 from migrants abroad comprised as much as 50% of the country's GDP, ranking it first in the world for reliance on remittances. It held rank through 2010, but this year with just 35% of GDP derived from remittances, according to the World Bank ⁶. In 2009, remittance flows dipped to \$1.7. The drop is attributed to the global economic

¹World Education Report, p.150. 2000. UNESCO Publishing.

²World Bank. (2008). Education at a Glance: Tajikistan. World Bank Publishing.

³International Crisis Group. 2/12/09. Tajikistan: On the Road to Failure. Crisis Group Asia Report No. 162.

⁴World Bank, 2009. 2007 TLSS Poverty Assessment Executive Summary.

⁵Migration and Remittances Factbook 2011, p.238. The World Bank. ISBN: 978-0-8213-8218-9.

⁶Migration and Remittances Factbook 2011, ISBN: 978-0-8213-8218-9. Available from www.worldbank.org

crisis which depressed construction and sales in Russia while simultaneously tightening migrant labor quotas ⁷. In late 2008, Dilip Ratha, a senior economist at the World Bank, said "the Tajik economy is not sustainable without migration. It is not diversified. People are the most important resource they have" ⁸. Indeed, the Bank estimates that remittances in 2010 have rebounded to \$2.1 billion.

On average, households which receive remittances finance over 35% of consumption with this income (for poor, rural households collecting remittances, this figure nears 80%) ⁹. Of course not all migrant-sending households receive remittances. This fact has implications for both intra- and inter-household inequality. Between 2003 and 2008, average transfer amounts increased considerably among household which do receive them. While international transfers in 2003 tended to be less than 800 somoni, in 2007 many households received 2000 somoni or more ¹⁰. Thus, migration may well increase rather than alleviate inequality.

3 Household Survey Overview

The Tajikistan Migration, Marriage and Fertility Panel Survey 2010 (TMMF) is a representative household survey of Dushanbe and the Direct Rule Regions (also know as the RRP or RRS). It is comprised of eight substantive modules, five of which collect data about the whole household and its members. The remaining three modules ask more detailed questions of all women between the ages of 16 and 30. A total of 388 variables are present in the data. Most pertain to individual household members, but some capture household-level measurements. The survey is organized as follows:

1. Questions for the Household

⁷BBC Monitoring Central Asia Unit. 1/25/09. Tajik paper urges drastic government action to curb global crisis effects.

⁸Tavernise, S. 12/25/08. Bad Times Stall Cash Flow From Tajik Migrants. The New York Times.

⁹World Bank, 2009. 2007 TLSS Poverty Assessment Executive Summary.

¹⁰author's own analysis of data from the Tajikistan Living Standards Measurement Survey of 2003 and the Tajikistan Living Standards Survey of 2007.

The Cover Sheet provides information about the enumerator, date and time of interview, household geography and ID, contact information, and aggregate findings from other modules (e.g. counts of household members, migrants, and women age 16-30).

Module 1: Household Roster documents the age, sex, marital status and education of each household member, as well as relationships between household members. It includes university location and disciplinary specialization as well as degree completion information. [27 questions]

Module 2: Home Agriculture and Labor records home farming plot activity and livestock ownership of the household, along with formal and informal labor supply of individual household members. [41 questions]

Module 3: Migration of Present Household Members details the migration history of all *present* household members age 14 and over. It probes destinations, work performed, and motivation, as well as supplying a 12-month history of migration status by month to capture labor flow seasonality. [34 questions]

Module 4: Absent Household Members, Labor, and Remittances documents individuals who are living away from the household, their locations and activities, and any wealth/resource transfers between the household and these absent members (in both directions). [46 questions]

Module 5: Extra-Household Transfers and Remittances furnishes information about transfers from non-household members (including other relatives), as well as any gifts, grants, or loans from both individuals and organizations such as banks or NGOs. [21 questions]

2. Questions for Women Age 16-30

Module 6: Marriage and Fertility explores the schooling, work, marriage and fertility decisions and circumstances of young women. It includes information about married women's natal households (size, composition, parents' education, migration activity), and detailed questions about arranged marriage, level of spousal acquaintance before marriage, dowry and bridewealth, and husbands' migration histories. Single women are asked about their education, work, and marriage expectations. The module also includes measures of domestic violence, polygamy, fertility choices, and child health investments. [104 questions]

Module 7: Time Use is a 24-hour time use record of each woman, beginning at 4 a.m. on the day prior to the survey, and ending at 4 a.m. on the survey day. Pre-coded primary and secondary activities are recorded in 15 minute intervals. To bolster comparability of observations, interviews were scheduled from Tuesday through Saturday so that all time use data would reflect weekdays rather than weekends. [99 questions]

Module 8: Subjective Perspectives, Literacy and Numeracy offers insight into women's perceptions of their own wellbeing, of the gravest problems facing their country and community, and of whether conditions are improving or deteriorating. It also gauges autonomy, literacy and numeracy. [16 questions]

The survey was converted to an electronic interface using the CSPro software package. CSPro is freely available software funded by USAID with technical support from the U.S. Census Bureau. I am most grateful for the sheer genius of Greg Martin in writing the electronic instrument and for his patience in training me on it. Among other Herculean feats, he created a customized version of the software to support the Tajik language.

The electronic format has several advantages. First, it automates complex skip patterns, ensuring a more consistent administration of the survey. Enumerators are much less likely to miss questions or make mistakes for this reason. Second, it is faster to administer because pre-coded answers can be quickly selected from a finite range of choices, and no writing is required. Third, it negates the need for timely and expensive post-survey data entry which can introduce further errors. Finally, the software gave me some monitoring capabilities over my enumerators. I could see, for example, how long they took to administer a survey and at what time they entered or re-entered a record. In one case, this led to the discovery of falsified data and the termination of a staff member.

The survey was conducted using eight HP Mini netbook computers which enumerators signed out each morning and returned each evening. Data was backed up daily.

4 Sampling Design, Data Collection and Time Line

The TMMF is a representative household survey of Dushanbe and the Direct Rule Regions (also know as the RRP or RRS). The households surveyed were randomly drawn from the universe of households present in the 2007 Tajikistan Living Standards Survey (TLSS). The TLSS was a collaborative undertaking of the State Statistical Committee, UNICEF and the World Bank, and I am indebted to Farhod Khamidov of UNICEF Tajikistan for generously sharing this sampling frame

Table 1: Sample Size and Response Rates

Region	2007 TLSS Sample Size	2010 TMMF Sample Size	TMMF Response
Dushanbe	900	313 (43.5% of 2007 sample)	237 (75.7%)
RRP	972	423 (34.8% of 2007 sample)	355 (83.9%)
Combined	1872	736 (39.3% of 2007 sample)	592 (80.4%)

with me. I also approached the World Bank in Washington, DC and Goskomstat in Dushanbe to make them aware of the project.

Sampling was conducted randomly across clusters using a probability distribution equal to the cluster-level household weights from the TLSS. Thus, if in 2007 survey household A represented 300 households, and survey household B represented 100 households, in 2010 household A was three times as likely to be selected as household B. The final sample size was 736 households; 313 in Dushanbe and 423 in the Direct Rule Regions. Note that the sampling universe for 2010 was the full sample from 2007, regardless of whether the household responded at that time. Thus, some households which were selected in 2010 have no records from 2007.¹¹ For increased representativeness with a relatively small sample size, heterogeneous cluster sizes were allowed. In the TLSS, clusters were uniformly composed of 18 households, but in the TMMF, clusters range in size from one to 13 households. Table 4 shows the 2007 sample size, 2010 sample size, and response rate by oblast. Figure 7 shows the geographical coverage of the survey.

The survey was piloted in May and implemented in June and July. A detailed schedule of field work activities is presented in Table 2.

¹¹It is also possible in some cases that new households have established themselves, and one family is replaced by another. Thus, a given household present in both rounds may turn out to be two different families. I am in the process of cleaning the data to assess such situations.

Table 2: Field Work Schedule

Date	Activity
Fall 2009 - January 2010	prepared for travel, applied for IRB human subjects approval, purchased netbook computers and other materials for survey administration, allocated budget
February	arrived in Tajikistan, met with local experts, advertised assistant position, finalized focus group script, wrote employee contracts and confidentiality agreements
March	hired and trained assistant, initiated contact with appropriate government bodies to obtain permission for the survey
April	conducted focus groups, finalized paper survey instrument
May	converted instrument to electronic format with technical assistance, piloted survey, hired survey enumerators and drivers
May 31 - June 4	planned and taught a training week for 16 survey enumerators with practice household visits
June 8 - June 26	survey round 1 conducted in Dushanbe, Rudaki, Tursunzoda, Varzob and Vahdat; recruited and trained 4 additional enumerators
July 2	convened all enumerators so round 2 workers could learn from round 1 experiences
July 6 - July 24	survey round 2 conducted in Dushanbe, Hissor, Shahrinav, Faizobod, Roghun, Nurobod, and Gharm; Tojikobod and Jirgatol unexpectedly eliminated from the sample due to logistical constraints

5 Focus Groups

Five focus groups tracing the effects of international male labor migration on the lives of women and children were conducted in April and May, 2010. They were held in a village outside of Dushanbe, and in the districts of Norak, Vahdat, Hissor and Romit. The groups convened in Norak and Vahdat were held in the town center while the others met in rural villages. The groups were moderated by my research assistant with my observation and oversight. Participants ranged in age from 17 (the age of majority in Tajikistan) to 58, with most in their mid 20s to late 30s. All participants were women, and almost all had experience with male labor migration in either their natal or neolocal (in-law) families. Participants were paid 10 somoni (approximately \$2.40) for their participation and time.

The focus group script covered four distinct but related substantive areas: 1. migration trends, 2. education and work, 3. family (marriage and fertility), and 4. women's time use. The complete script is included as Appendix A.

The groups served two main purposes. First, they allowed me to get direct input from women affected by migration. I was then able to adapt the survey instrument to reflect their experiences and concerns. Probably the most oft-repeated comments reflected the recent and widespread upswing of polygamous unions. I had previously been unaware of this trend, and certainly of its prominence, but was able to incorporate a series of questions on the topic into several household survey modules.

In addition to fleshing out migration experiences, focus groups fulfilled the pragmatic need to better understand women's time use in the local context. Module 7 of the household survey records 24 hours of young women's time use activities, including home production and informal labor supply. The types of household tasks women preside over were thus discussed, and a suitable level of aggregation for time use variables was decided upon. Ultimately, the time use module drew

from 73 pre-defined activity categories, informed by both time use surveys in other countries and by these focus groups. I am happy to furnish examples of typical focus group responses upon request.

6 Preliminary Survey Findings

Let's begin with some summary statistics of the household survey data. Response rates were furnished above, so here I will focus on substantive findings. Please note that all figures presented in this report are based on a *preliminary* analysis of data which is not fully cleaned. That said, while estimates may be imprecise, margins of error should be small.

Of households which responded to the survey, 43% reported having a member who currently or previously worked abroad, and some had both. That is, 19% reported a present member with past migration experience and 30% reported a currently absent migrant member. Just over 5% of households had both past and present migrants among their members. It is prudent to assume estimates of absent migrants are conservative given that long-absent migrants may cease to be counted as household members at all. It is worth noting, however, that migration patterns are largely circular and relatively short in tenure. The vast majority of migrants are young men (96% of those who have ever migrated are male). Table 3 offers descriptive statistics to compare past, present and never-migrant men. The analysis of non-migrants is restricted to men between the ages of 18 and 60 to make them more comparable to migrants. Figure 2 shows the age distribution of past and present male migrants. The somewhat arbitrary age bounds of the comparison non-migrant group seem justified by these distributions.

Migrants differ from non-migrants in important ways. First, we see that currently absent migrants are more likely to be single than men at home. This finding fits with the idea that young men migrate temporarily to save money for things like marriage and higher education. While men

Table 3: Men's Characteristics by Migrant Status

Variable	Non-migrant (age 18-60)	Returned Migrant	Current Migrant
Age	33.6	34.5	31.7
Prop. Single	29.0%	20.2%	unknown
Prop. Married (wife in household)	68.0%	72.1%	53.3%
Secondary degree	88.0%	89.1%	91.0%
University degree	20.2%	14.0%	8.1%
Duration of migration episode (months)	NA	13.9	21
Sample size	930	904	240

across migrant categories have similar levels of secondary educational attainment (approximately 90% have secondary degrees), tertiary educational attainment looks much more heterogeneous. Just over 8% of current migrants have a university degree, while 14% of returned migrants do. The most educated group, however, is the non-migrant men. Over 20% have completed university, and thus stand at the front of the line for local employment opportunities. To some extent, this educational advantage may explain their lack of migration. Caution must be exercised, however, as this relationship could also be an artefact of wealth. That is, rather than a university education curtailing migratory behavior, wealth could drive both trends. The rich can afford to go to university and also to avoid predominantly unskilled labor migration.

Amongst returned male migrants, the average duration of the most recent migration episode was about 14 months. By contrast, the average absence of current migrants is nearly 21 months, though this figure may be misleading since a small number of permanent migrants pull the average up. It is important to remember that the vast majority (78.8%) of current migrants have been away less than two years, and in fact most (60.4%) have been gone less than one.

As noted above, there is an anecdotal understanding of migration as a short-term income-

buoying strategy to support university studies, marriage, real estate acquisition, and other such finite investments. Indeed, of 313 young married women, nearly 90% report the exchange of dowry, bridewealth or both. The majority, 61%, exchange bridewealth only. Figure 5 shows the distribution of dowry and bridewealth expenditures. On average, bridewealth (transfers from grooms to brides, including festivity costs) looms at nearly \$1600. Labor migration may seem the only way by which many young men can accumulate such a fortune.

Of married women between age 16 and 30, about 17% had at least one international migrant in the households where they grew up (usually fathers and/or brothers). Interestingly, women who had migrants in their natal families married more than half a year later on average than those who did not. Figure 6 shows the distribution of marriage age by natal household migrant-sending status. Of course this relationship is not necessarily causal, but it is consistent with a welfare-improvement story of remittances relaxing a household budget constraint so that young daughters are not squeezed out through marriage quite so quickly.

Illiteracy levels are alarmingly high among women age 16 to 30. Figure 7 shows the results of a simple reading test administered to women in this age range. Women were presented with a Tajik sentence printed in large font on A4 paper. The sentence contained only basic vocabulary. Twenty-three percent of women self-identified as illiterate and an additional 22% could not read a full sentence. Only 30% read fluently at full speed. Some of this is certainly traceable to the coincidence of their secondary school years with the civil war which ravaged the country in the mid 1990s. However, it appears that women and girls from younger cohorts unaffected by the war are similarly disadvantaged. Girls starting 1st grade in 1998 should have minimal intrusion from the war into their education. These girls, born around 1992, would be 18 in 2010. Yet, in this data, I find many illiterate young women of this age.

Basic numeracy is similarly deficient among these young women. Accounting skills are critical for financial autonomy, which women whose husbands live in Russia need. But nearly two thirds of these women failed to answer a basic subtraction problem correctly. The same fraction were unable to complete a multiplication exercise. Both were presented in the quotidian context of food buying transactions at the bazaar. Figure 4 shows the questions asked.

7 Ongoing Work and Policy Implications

Preliminary evidence from this project has several implications for U.S. policy:

1. Focus group conversations suggested that households do not allocate resources efficiently across members, and this may be especially true in migrant-sending households. Even when migrants remit regularly, and many do not, wives and children may be less likely to have access to these funds than migrants' parents and siblings. Accordingly, aid intended for the worst-off community members is best targeted directly to them, e.g. the successfully ongoing school feeding program. Creative means to directly reach unemployed women and children who don't attend school (regularly) should be considered deeply.
2. Polygamy has become a very prominent strategy to cope with the absence of working age men. This has not been reflected in other data initiatives to date, perhaps for political reasons. However, it is important for policy makers to be aware of and sensitive to this shift in household structure while formulating policy and interacting with community members. It may, for example, have certain health or welfare implications which this work does not explore.

3. Female illiteracy rates are staggeringly high. Illiteracy can no longer be blamed on the war and the public education system must be held accountable. Without the provision of basic education, including functional literacy and accounting skills, the country has little hope of building the private sector necessary to draw migrants home and to keep the next generation locally productive.
4. Wealth transfers in the form of dowry and bridewealth are substantial, especially in light of average income levels. With bridewealth averaging nearly \$1600, many young men may feel they have no choice but to migrate if they wish to marry. Policies which reduce the costs and expectations of weddings may be worth exploring. Other investments for which migrant men may be saving should also be considered. Focus group women reported sons saving money to pay for university degrees. A renewed attention to both corruption and hidden costs of higher education is thus warranted.

Of course, the preliminary evidence offered at this early stage in data analysis is merely suggestive. That is, it is descriptive rather than causal. However, I am confident that my completed dissertation essays will offer more compelling support for some of the possibly causal relationships hinted at in this brief report. My dissertation, *International Labor Migration and Sending Communities in Tajikistan: A Household Panel Survey*, is comprised of three empirical papers in addition to chapters on related literature and methodology. The empirical questions are the following:

1. Does labor migration erode human capital investment in sending communities?
2. Does marriage serve a home production-smoothing function in migrant-sending communities?
3. Is polygamy good for women and children? A welfare analysis.

I will thus have more to say on these topics soon. An assessment of remittance flows, omitted here, will be presented in the first essay.

Finally, it bears noting that the women's time use data has not been discussed in this report as I am in the process of cleaning and analyzing it. However, the data is unique to this survey and may prove useful for organizations wishing to better understand the daily lives of Tajik women for a multitude of reasons. I will explore it in great detail in the second of the above-mentioned papers.

I am happy to distribute a version of the raw data (sanitized for privacy) to any interested parties, and to support their use of it. I am incredibly grateful for the programmatic, financial, and personal support of American Councils and its staff in Dushanbe, Tajikistan and Washington, D.C. Without the support of the Combined Research and Language Training Program, this work would not have been possible.

Figure 1: Geographical Coverage of the Survey

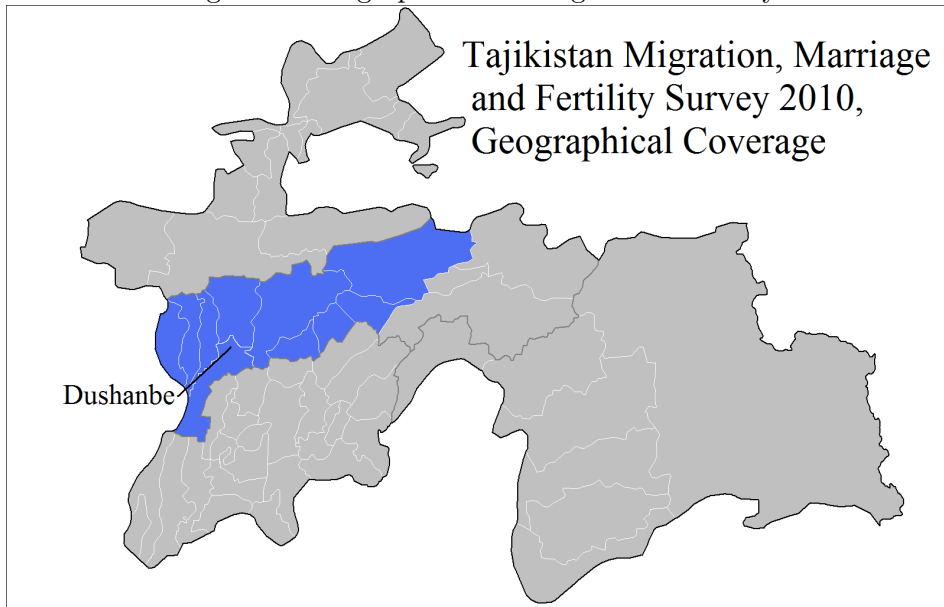


Figure 2: Age Distribution of Tajik Males by Migration Status

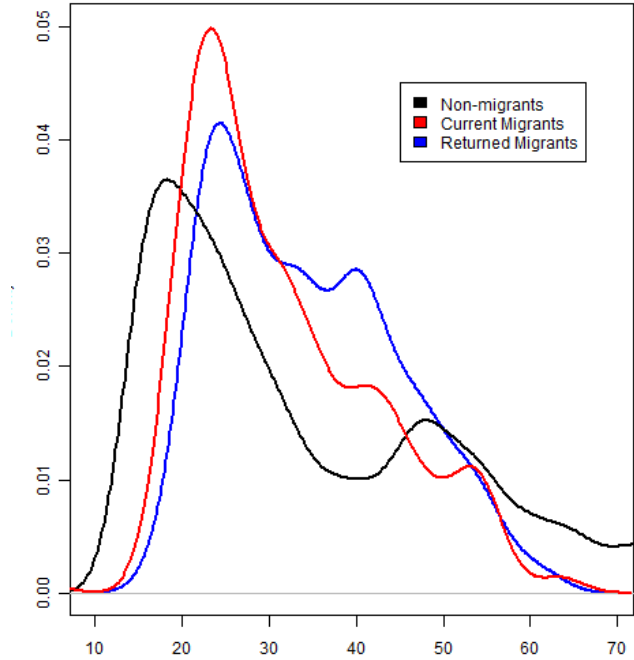


Figure 3: Literacy Test: Reading a Simple Sentence (women age 16 to 30)

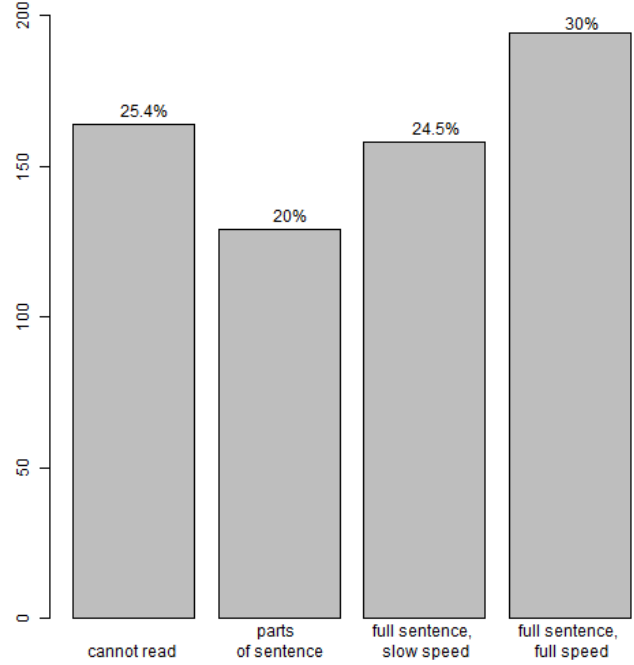


Figure 4: Subtraction and Multiplication Test (women age 16 to 30)

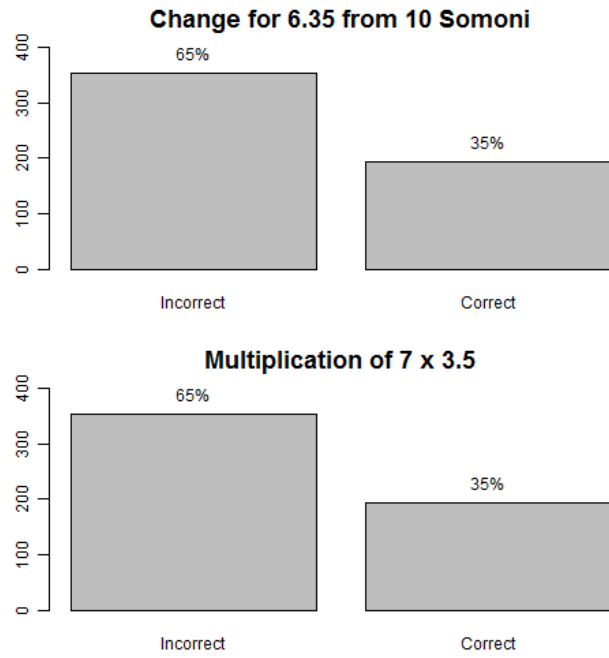


Figure 5: Dowry and Bridewealth Expenditures (among married women age 16 to 30)

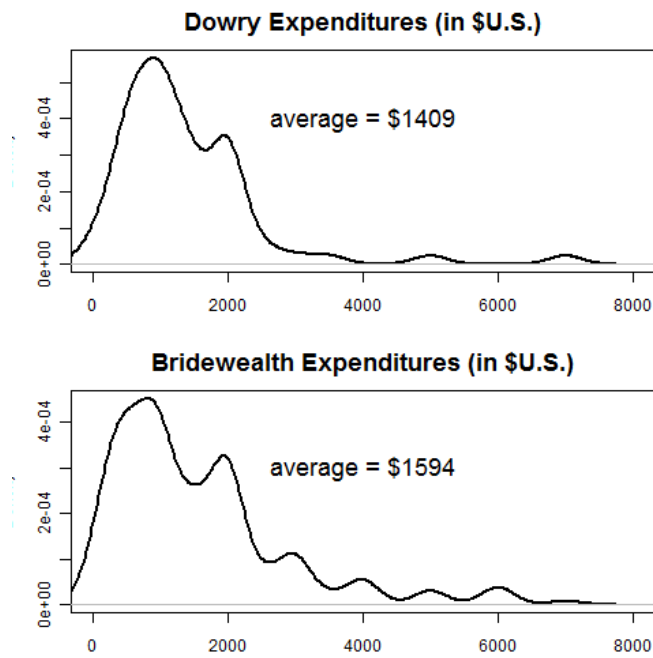


Figure 6: Women's Marriage Age with/without Migrant in Natal Household
 (among married women age 16-30)

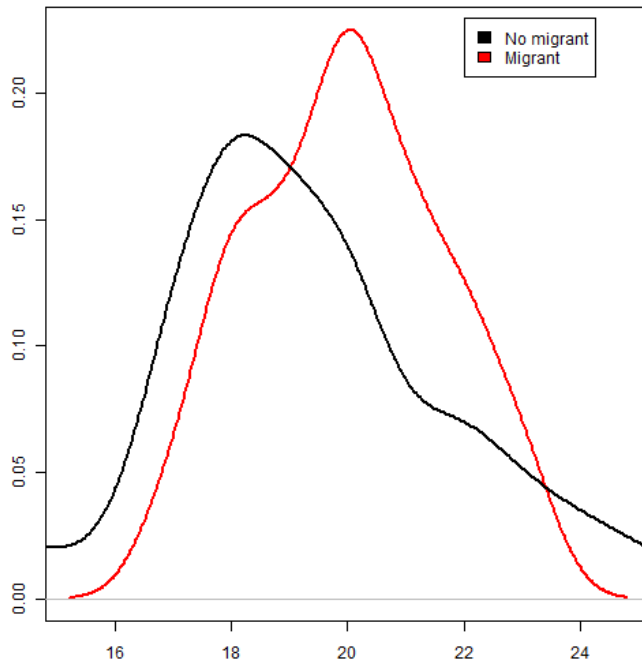
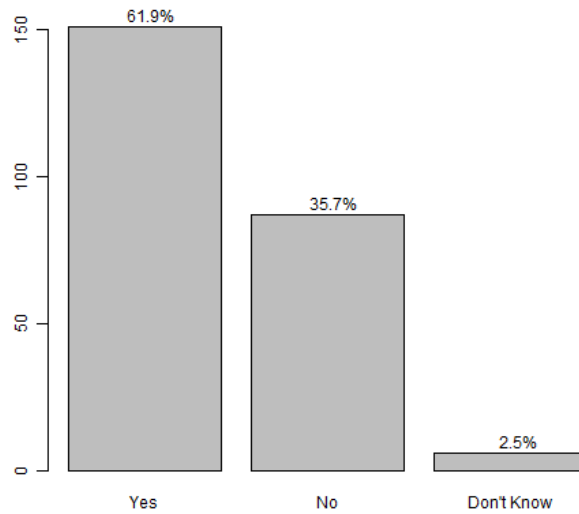


Figure 7: Women's Consent to Marry (among married women age 16-30)
When your current/last husband was being chosen for you, were you asked whether you wanted to marry him or not?



A Focus Group Script

A.1 Introduction

Welcome to our group discussion on male migration and women's decisions about education, work, and family. We appreciate your taking the time to share your valuable insights with us.

My name is _____. I will be moderating our discussion today, and I look forward to spending the next 60 to 90 minutes with you. I am working with Reid Hamel, a doctoral student from the University of California, Berkeley.

I want to stress that today's discussion is part of a research project which is not affiliated with any governmental or non-governmental organizations. The study has no political aspects or objectives. We are not collecting any personal or contact information so that your participation is entirely anonymous. As you see, we are making an audio recording of this conversation. This recording will not be shared with anyone else.

Before we begin our discussion, I would like to review our consent agreement.

[Read Consent Agreement aloud]

Now we will begin our group discussion. Before we begin, I want to establish some guidelines for this conversation. Each of your thoughts is valuable to us and we want to hear them. Please help us do so by following these guidelines:

1. Please turn off your phone or turn it onto silent.
2. Please speak one at a time.
3. Please keep your responses as brief as possible. I will ask you to cut short your comments if we need to move on.
4. Please do not dismiss or judge what other people say. Focus instead on your own experience and opinion.
5. Please avoid profanity or derogatory terms.

6. Please be candid. There are no right or wrong answers or opinions.
7. Please remember that what is said in this room is completely confidential.

Any questions? Let's begin!

First of all, I would like to go around the table and have everyone state her age, occupation, marital status and number of children, if any.

Great, thank you. Today's conversation will have four sections: international migration, education and work, family, and your time use. I'll explain this last section when we get to it. Let's start with section 1.

A.2 Section 1: Migration

1. In your opinion, what are the main causes of men's international migration in Tajikistan?
2. Is international migration a good thing or a bad thing for Tajikistan?

[Follow up] What are some advantages and disadvantages?

3. How do men decide whether to migrate internationally or stay home?

[Follow up] Is it based on local opportunities? Education? Family or friend connections abroad? Family to support at home?

[Follow up] Which men don't migrate? How are they different from those who do?

4. When married men migrate, can their wives (and children) live alone? If not, where do they live?

5. How else might men's migration change the lives of their wives and children at home?

6. Do you have family members who have migrated abroad for work?

[Follow ups] How are they related to you? Where did they go? What did they do?

7. For those of you whose husbands have migrated, did you work while they were gone?

A.3 Section 2: Education and Work

1. Recent trends have shown that education levels are declining and illiteracy is increasing among women in Tajikistan. Why do you think that is?

2. Economists have also shown that nearly half of Tajikistan's economy comes from remittances, money sent home by migrant workers abroad. Do you think girls' and women's incentives to get an education are changed by so much international migration and/or remittances? Explain.

[Follow ups] Do girls and women have different work at home when men are gone?
Do different people, like grandparents or other relatives, make decisions when men are gone?

3. Do you think women's incentives to work are changed by migration and/or remittances? Explain.

[Follow ups] Do girls and women have different work at home when men are gone?
Do different people, like grandparents or other relatives, make decisions when men are gone?

4. For those of you whose husbands have migrated, did you work while they were gone?

[Optional: We will now take a 10 minute break if you would like to have some refreshments, make a phone call or use the restroom. We will begin again promptly in 10 minutes.]

A.4 Section 3: Family

1. By some estimates, nearly half of Tajik men between ages 20 and 40 work abroad for at least a few months. Studies have also shown that most migrants are married. How do you think migration affects marriage behavior in Tajikistan?

[Follow ups] Do men get married earlier or later?
Are there more arranged marriages?

2. Some men also have more than one wife. In your community, what percentage/fraction of men do you think have more than one wife?

[Follow ups] Do any of your friends or relatives?
What are the problems of this for women?

3. These are also the ages during which most people have children. How do you think migration affects fertility?

[Follow ups] Do women time pregnancies around migration behavior?
Do women with migrant husbands have more or fewer children than those whose husbands are at home?

4. Do you think migration changes behaviors regarding the use of birth control and abortions in Tajikistan?

5. Migration also causes divorce in Tajikistan. What are the reasons for this in your opinion? What are other reasons that couples divorce?

A.5 Section 4: Time Use

Now I'd like to change the format a bit to get an understanding of how you spend a typical day. This information is important so that our survey questionnaire can actively reflect how women in Tajikistan spend their time.

1. First, what are the types of chores and tasks you do at home?

2. What kinds of errands or activities do you do outside the home?

[Follow up] How do you travel around your community?

3. Do you grow any of your own food? What is involved?

4. Do you keep any animals? What is involved?

5. What kinds of tasks are necessary for food preparation?

6. For cleaning and clothes washing?

7. To keep your home heated and with water?

8. For child care or elder care?

9. Please take a moment to think about this. Is there anything else you did yesterday which we have not mentioned so far?

Ladies, this completes our group discussion today. Thank you very much for your participation. We really value your contributions. I will now disburse the 10 somoni honorarium for participating.

**B Tajikistan Migration, Marriage and Fertility
Survey Questionnaire**

Tajikistan Migration, Marriage and Fertility Panel Survey 2010

Questionnaire Contents:

<u>Module</u>	<u>Description</u>
C	Cover Sheet
1	Household Roster
2	Home Agriculture and Labor
3	Migration of Present Household Members
4	Absent Household Members, Labor and Remittances
5	Extra-Household Transfers and Remittances

For Women age 16 to 30:

6	Marriage and Fertility
7	Time Use
8	Subjective Perspectives, Literacy and Numeracy

Cover Sheet

(C1)	Enumerator ID	
(C2)	Clothing style of enumerator	
(C3)	Date of interview	
(C4)	Time at interview start	
(C5)	Time at interview end	
(C6)	Oblast (code)	
(C7)	Hukumat (code)	
(C8)	Djamoat (code)	
(C9)	Village name	
(C10)	Household ID # from 2007	
(C11)	Cluster ID# from 2007	
(C12)	Total Household Members (from Roster)	
(C13)	Total Absent Household Members	
(C14)	Total Donors	
(C15)	Total Women age 16-30	

Enumerator: Present 2 copies of consent form for head of household to read.

Present letter of endorsement from Ministry of Interior Affairs and appropriate regional/local government.

Request one signed copy for your records.

(C16)	Family name of household head	
(C17)	First name/given name of household head	
(C18)	This is the address we have on record for you. [READ FROM OTHER FORM]. Is this information correct? IF yes>>C19	
(C19)	Please tell me the correct address for this house/apartment.	
(C20)	Does your household own this house/apartment? If not, do you pay rent?	
(C21)	Do you have access to a telephone? (if no, next module)	
(C22)	If yes, what is the number?	
(C23)	Whose telephone is this? (code)	

Module 1: Household Roster

(m1q1)	(2)	(hhq1)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Line ID	STARTING with the head of household , that is the person most in charge who is currently living here, name all household members (not family name)	Who is responding to questions?	Sex	Age in years IF less than 16 >> q5, else >>q8	Date of Birth			How is this person related to the head of household, HHLID 01?	Does this person's mother live in the household? IF yes, what is the mother's Line ID #? If no, enter "0"	Ethnic Group	Marital Status IF "single", >>q17 IF "divorced" or "widowed", >>q15	What is the line ID # of this person's spouse? If they have more than one, list up to three in order of marriage.		
		HHLID			Day	Month	Year					1 st	2 nd	3 rd
01								1						
02														
03														
04														
05														
06														
07														
08														
09														
10														
11														
12														
13														
14														
15														

	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)
Line ID	For women AGE 31+: Was this person ever married to a man who had more than one wife at the same time, officially or unofficially? These wives may have lived in the same or in different households. For men AGE 18+: Was this person ever married to more than one woman at the same time, officially or unofficially? These wives may have lived in the same or in different households. IF "no", >>q17	What is the highest number wives this person or this person's husband had at one time?	Did this person live here in 2007, at the time of the previous survey?	If this person has ever attended an educational institution, what is the highest level he/she has completed? IF university or higher, >>q19, else >>q22	In which city and country did she/he attend university?		What was this person's major area/discipline of study at university?	Did this person enroll in an educational institution last academic year (2009-2010)? IF "no" or "don't know", >> Module 2	At what level was this person enrolled during the last academic year?
					Country	City			
01									
02									
03									
04									
05									
06									
07									
08									
09									
10									
11									
12									
13									
14									
15									

Module 2: Home Agriculture and Labor

Part A: Household

(hhq2)	Does your household have a farming plot? IF no, >>q16			(16)	Do you keep any livestock? IF no, >>Part B			
(3)	Approximately how many square meters is your plot?				What kinds of livestock do you keep and how many of each? (up to 5 types)	Animal	Number	
	What do you mainly grow on this plot? (up to 10 crops)	(4)	(9)			(17)		(18)
		(5)	(10)			(19)		(20)
		(6)	(11)			(21)		(22)
		(7)	(12)			(23)		(24)
		(8)	(13)			(25)		(26)
(14)	Do you sell any of your crops? IF no, >>q16			(27)	Do you sell any of your livestock? IF no, >>Part B			
(15)	What proportion do you sell?			(28)	What proportion do you sell?			

Part B: Individual (age 14 and older)

Line ID	(m2q1)	(m2q2)	(3)	(4)	(5)	(6)	(7)
	During the past 14 days, have you worked for someone who is not a member of your household, for example, a public or private enterprise or company, an NGO, or any other individual?	During the past 14 days, have you worked on a farm owned or rented by you or a member of your household?	During the past 14 days, have you worked in a business enterprise belonging to you or someone in your household?	What is this person's primary occupation? 1 = unemployed 2 = housewife 3 = retired Others: write-in only, code later. IF "1", "2" or "3" >>q8		Does this person work at another job as well? If yes, what is their secondary occupation? (If none, write "0") Write-in only, code later. SKIP >> q11	
				Occupation	Code	Occupation	Code
01							
02							
03							
04							
05							
06							
07							
08							
09							
10							
11							
12							
13							
14							
15							

	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Line ID	In the past 14 days, have you done any occasional job as sold goods in the street, helped someone for their business, sold some homemade products, washed cars, etc. during this period?	During the past month, have you tried in any way to find a job or start your own business? IF yes, >>q11	What is the main reason you did not look for a job in the past month? (most important reason)	What languages does this person speak well? List up to 4			
				L1	L2	L3	L4
01							
02							
03							
04							
05							
06							
07							
08							
09							
10							
11							
12							
13							
14							
15							

Module 3: Migration of Present Household Members

Now we're going to talk about migration to another country. These questions will only be about household members who are **14 years old or older**.

	(m3q1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Line ID	Did this person ever live abroad for a total time of at least one month for any reason? IF "no", >>q18	In what month and year did you most recently migrate abroad for at least one month?		How many months or years did you remain away during the most recent migration episode?		What was the most important reason you migrated abroad during the most recent migration episode?	What country and city did you go to during the most recent migration episode?	
		Month	Year	Months	Years		Country	City
01								
02								
03								
04								
05								
06								
07								
08								
09								
10								
11								
12								
13								
14								
15								

	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
Line ID	What was the main reason you chose to migrate to this country in particular?	Did you work during this most recent migration episode? IF no, >>q16	Was this job pre-arranged before leaving?	What was your main occupation during this most recent migration episode? Write in only, code later.		What was your average monthly (net) income in this job? Record as reported, request Somoni or dollar if reported in other currency		What was the main source of funding of this migration episode (to pay for your travel and living costs)?	What is the main reason you returned to Tajikistan?	Are you planning to migrate within the next year? IF no, >>q21	If so, to which country and city?	
				Occupation	Code	USD	Somoni				Country	City
01												
02												
03												
04												
05												
06												
07												
08												
09												
10												
11												
12												
13												
14												
15												

	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)
Line ID	IF q1 = "no", >>Module 4													
	Please tell me if you were at home, elsewhere in Tajikistan, or abroad for each of the last 12 months.													
	Home =0, elsewhere in Tajikistan = 1, abroad = 2, don't know = 9													
	2009							2010						
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June	July
01														
02														
03														
04														
05														
06														
07														
08														
09														
10														
11														
12														
13														
14														
15														

Module 4: Absent Household Members, Labor and Remittances

(m4q1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Line ID	Please list all individuals who are currently not residing in the household because they are working or studying abroad.	Sex	Age (in years)	What is [NAME]'s relationship to the household head?	Does this person's mother currently live in the household? If yes, what is her Line ID #?	Does this person's spouse currently live in the household? If yes, what is his or her Line ID #? List up to 2		What is the highest level of education obtained by this person? IF post-secondary, >>10, else >>13	Where is/was the university or institute located?		What was the person's major area or discipline of study?	What languages does [NAME] speak well? List up to 3.		
						ID 1	ID 2		Country	City		L1	L2	L3
101														
102														
103														
104														
105														
106														
107														
108														
109														
110														

Line ID	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)
Line ID	In what month and year did [NAME] leave the household?		What was the main occupation of [NAME] at the time of leaving the household?	Code	What country and city does [NAME] currently live in?		Is [NAME] currently working in this location? That is, in the past month? IF no or "don't know", >>q27	What is the current main occupation of [NAME]?		What is [NAME]'s average monthly net income in this job? (either dollar or somoni, as reported)	
	Month	Year			Occupation	Country		City	Occupation	Code	USD
101											
102											
103											
104											
105											
106											
107											
108											
109											
110											

	(27)	(28)	(29)	(30)	(31)	(32)
Line ID	Did [NAME] remit to this household in cash at any point during the last 12 months? IF no, >>q28	What is the value of all remittances in cash sent by [NAME] during the last 12 months? (either somoni or dollars, as reported)		Did [NAME] remit to this household in kind at any point during the last 12 months? IF no, >>q33	What is the value of all remittances in kind sent during the last 12 months? (either somoni or dollars, as reported)	
		Dollars	Somoni		Dollars	Somoni
101						
102						
103						
104						
105						
106						
107						
108						
109						
110						

	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)	(41)	(42)	(43)	(44)	(45)	(46)
Line ID	Please tell me if [NAME] was at home, elsewhere in Tajikistan, or abroad for each of the last 12 months. Home = 0, elsewhere in Tajikistan = 1, abroad = 2, don't know = 9													
	2009							2010						
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June	July
101														
102														
103														
104														
105														
106														
107														
108														
109														
110														

Module 5: Extra-Household Transfers and Remittances

Part A

(hhq29)
During the past 12 months, has your household or any of its members borrowed or been given any money or goods from persons who do not live in this household (for example, gifts from relatives, friends or neighbors or loans from banks, NGOs or individuals?) This does not include remittances from household members working abroad, but does include transfers from other family members who are not part of the household.
IF yes >> Part B, else >> Module 6

Part B

(m5q1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Donor	What are the names of the persons or institutions who provided assistance or loans to this household during the past 12 months?		Where is [DONOR] located?		Is this an individual person or an institution? IF institution, >>q10	Since when has [DONOR] lived there?		IF RELATIVE How is [DONOR NAME] related to the head of the household?	Did this donor give or lend the household cash in the past 12 months? IF no, or don't know >>q17
	Name	Code	Country	City		Month	Year		
201									
202									
203									
204									
205									
206									
207									
208									
209									
210									

(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
How much money have members of this household received from [DONOR] in the past 12 months? (record in either dollars or somoni, as reported)		Who in the household is responsible for handling the money? (record HHLID)	Must the household pay the donor back? (is this a loan?) IF no or don't know, >>q17	How many months after the loan was given does the household have to pay it back? (if years, multiply by 12 months)	What is the interest rate on the loan? (if none, write "0") Per what period of time? E.g. 10%/yr or 5%/month		Has the household received any assistance from [DONOR] in the form of food or other goods in the past 12 months? IF no or don't know, >>Module 6	What is the approximate value in cash of the assistance given in food or other goods in the past 12 months? (record in either dollars or somoni, as reported)	
Dollars	Somoni				Rate	Period in months		Dollars	Somoni

Module 6: Marriage and Fertility

Now I have some questions about marriage, fertility and time use just for women ages 16 to 30. I would like to talk to these women privately. All questions are optional, and of course respondents may decline to answer or stop at any time. Before we begin, we will reread the consent form so that each individual woman who participates understands that it is her choice. We then ask that she signs a copy of the form for our records.

IF there is a 16 year-old girl: For [girl], we will also need one of her parents to sign a copy indicating they agree to her participation since she is a legal minor in Tajikistan.

We will then ask for a private space where I can speak with just these women, one at a time.

IF HESITANT: If that makes you uncomfortable, another woman may stay to listen, but I ask that she not participate or interrupt.

All women 16 to 30:

	(m6q1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Write the names of ALL women age 16 to 30	Copy the corresponding HHLID from the Roster	Enter HHLID numbers of anyone else in the room observing this module			Did you answer questions from the women's survey in 2007, that is, specific questions about you individually?	How many brothers and sisters do you have?		What is the highest level of schooling your father obtained?	What is the highest level of schooling your mother obtained?	Copy marital status here from roster. IF "single", >>q11, else >>q12	Have you ever been married? IF "no", >>q80
						Brothers	Sisters				

If ever married (currently or formerly):

(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)
How many times have you been married?	How old were you when you first married?	How old was your husband when you first married?	How long had you known your current/last husband before marrying him?	Who chose your current/last husband for you? IF "1" or "3", >>q18	When your current/last husband was being chosen for you, were you asked whether you wanted to marry him or not?	Was dowry or bridewealth exchanged between families at the time of your marriage? That is, did either of your families give money or gifts to the other family? IF "2", >>q21 IF "4" or "9", >> q23	What was the approximate value of money spent by your family for your wedding, including on you, for your husband's family, and for the ceremony (dowry)?		What was the approximate value of money spent by your husband's family for your wedding, including on you, for your family, and for the ceremony (bridewealth)?	
							Dollars	Somoni	Dollars	Somoni

	(23)	(24)
HHLID, from m6q1	Before you married, did any members of your family, who lived with you in your parents' household, ever work abroad for at least a month? IF "no" or "don't know", >>q25	How many members of your family, who lived with you in your parents' household, worked abroad for at least a month before you got married ? IF currently married >> q25 IF widowed or divorced>> q48

If currently married:

	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)
HH LID, from m6q 1	Did you live in this town/city before you married? IF "yes", >>q28 and populate q24 and q25 from cover sheet	Where did you live before you got married?		Has your husband ever migrated to a different city or country to work? IF no, >>children section	Is he away from the household for this reason now?	If away now, where is he working? If returned, where did he work most recently?		In what month and year did he leave most recently?		IF currently absent: When was the last time you spoke to him on the telephone?	
		Country	City/ Town			Country	City/ Town	Month	Year	Month	Year

(36)	(37)	(38)	(39)	(40)	(41)	(42)	(43)	(44)	(45)	(46)	(47)
If away now, how long has he been gone? If returned, how long was his most recent trip?		Did you know he would work away from home before you got married?	Whose decision was it for him to work away from home?	Does he send money to the household when away? IF "no", >>q47	To the best of your knowledge, how much money has he sent in the past 12 months?		What does the household spend most of the money on?			Who decides how to use the money he sends?	Since the financial crisis, has the household ever sent money to him abroad? SKIP to children section
Months	Years				USD	Somoni	1 st	2 nd	3 rd		

If ever but NOT CURRENTLY married:

	(48)	(49)	(50)	(51)	(52)	(53)	(54)	(55)	(56)	(57)	(58)	(59)	(60)
HHLID, from m6q1	Where did you live before you married (for the first time)?		Where did you live while you were married (for the first time)?		How many months or years were you married (for the first time)?		When you were married, did your husband ever migrate to a different city or country to work?	Where was his last work trip while you were married?		How many months or years was the last trip? If ongoing, how long was it while you were still married? (round up for months)		Did you know he would work away from home before you got married?	Whose decision was it for him to work away from home?
	Country	City/Town	Country	City/Town	Months	Years	IF "no", >>q61	Country	City/Town	Months	Years		

(61)	(62)	(63)	(64)	(65)	(66)
Many men in Tajikistan now have more than one wife. While you were married, did your husband ever have another wife or wives? IF no, >>q64 if divorced >>q66 if widowed	How many wives did he have, including you?	Did you live in the same house with the other wife/wives or in different houses?	[IF DIVORCED] What was the main reason for your divorce?	[IF DIVORCED] Did you get divorced while he was working away from home? >> go to children section	[IF WIDOWED] Did your husband pass away while he was working away from home? >> go to children section

Children, for ever married women, ONE TABLE PER INDIVIDUAL INTERVIEW

First Woman Interview

Woman HHLID		(m1q24)	(m1q25)	(m1q26)
	HHLID of her children from roster	Has this child received a BCG vaccination against tuberculosis? That is, an injection in the upper arm that leaves a scar? Enter yes or no for each child.	Has this child been given an injection against measles? Enter yes or no for each child.	Has this child been given polio vaccine, that is white or pink drops in the mouth? How many times did he/she get it?
	Ch. 1			
	Ch. 2			
	Ch. 3			
	Ch. 4			
	Ch. 5			
	Ch. 6			
	Ch. 7			
	Ch. 8			

Second Woman Interview

Woman HHLID			(m1q24)	(m1q25)	(m1q26)
		HHLID of her children from roster	Has this child received a BCG vaccination against tuberculosis? That is, an injection in the upper arm that leaves a scar? Enter yes or no for each child.	Has this child been given an injection against measles? Enter yes or no for each child.	Has this child been given polio vaccine, that is white or pink drops in the mouth? How many times did he/she get it? Enter 0-5 for each child
	Ch. 1				
	Ch. 2				
	Ch. 3				
	Ch. 4				
	Ch. 5				
	Ch. 6				
	Ch. 7				
	Ch. 8				

Third Woman Interview

Woman HHLID			(m1q24)	(m1q25)	(m1q26)
		HHLID of her children from roster	Has this child received a BCG vaccination against tuberculosis? That is, an injection in the upper arm that leaves a scar? Enter yes or no for each child.	Has this child been given an injection against measles? Enter yes or no for each child.	Has this child been given polio vaccine, that is white or pink drops in the mouth? How many times did he/she get it? Enter 0-5 for each child
	Ch. 1				
	Ch. 2				
	Ch. 3				
	Ch. 4				
	Ch. 5				
	Ch. 6				
	Ch. 7				
	Ch. 8				

Fourth Woman Interview

Woman HHLID			(m1q24)	(m1q25)	(m1q26)
		HHLID of her children from roster	Has this child received a BCG vaccination against tuberculosis? That is, an injection in the upper arm that leaves a scar? Enter yes or no for each child.	Has this child been given an injection against measles? Enter yes or no for each child.	Has this child been given polio vaccine, that is white or pink drops in the mouth? How many times did he/she get it? Enter 0-5 for each child
	Ch. 1				
	Ch. 2				
	Ch. 3				
	Ch. 4				
	Ch. 5				
	Ch. 6				
	Ch. 7				
	Ch. 8				

Fifth Woman Interview

Woman HHLID		(m1q24)	(m1q25)	(m1q26)
	HHLID of her children from roster	Has this child received a BCG vaccination against tuberculosis? That is, an injection in the upper arm that leaves a scar? Enter yes or no for each child.	Has this child been given an injection against measles? Enter yes or no for each child.	Has this child been given polio vaccine, that is white or pink drops in the mouth? How many times did he/she get it? Enter 0-5 for each child
	Ch. 1			
	Ch. 2			
	Ch. 3			
	Ch. 4			
	Ch. 5			
	Ch. 6			
	Ch. 7			
	Ch. 8			

For ever married women:

	(67)	(68)	(69)	(70)	(71)	(72)
Woman HHLID	IF own children are present in household When one of your children is sick, who decides if she/he should visit the doctor?	Do you have any children who do not live with you? If so, how many? (if none, enter 0)	Are you pregnant now? IF “no” or “don’t know”, >>q71	How many weeks are you into your pregnancy?	Have you ever had an induced abortion?	If yes, how many induced abortions have you had? IF not currently “married”, >>q96

For currently married women:

	(73)	(74)	(75)	(76)	(77)	(78)	(79)
Woman HHLID	Some couples use various ways or methods to avoid pregnancy. Are you currently doing something or using any method to delay or avoid getting pregnant?	Who makes the decision about whether or not to use birth control? IF q73=no, >>q76	What birth control method are you currently using? >>q77	Which of the following reasons best describes why you do not use any birth control method?	Many men in Tajikistan now have more than one wife. Since you have been married, has your husband ever had another wife or wives? IF “never” or “don’t know”, >>q96	How many has he had, including you?	Did you/do you live in the same house as the other wife/wives? >>q96

IF single, never married:

(80)	(81)	(82)	(83)	(84)	(85)	(86)	(87)	(88)	(89)
Are you currently engaged to be married? IF "no", >>q90	How long have you known your fiancé?	Who chose your fiancé for you?	When your fiancé was being chosen for you, were you asked whether you wanted to marry him or not?	Does your fiancé live in this city/town? IF "yes" or "don't know", >>q87	Where does he live?		Has your fiancé ever worked abroad? IF "no", >>q93	Where did he work most recently? >>q91	
					Country	City/Town		Country	City/Town

(90)	(91)	(92)	(93)	(94)	(95)
At what age do you think you will get married?	Three years from now, how likely is it that you'll still live in this town?	If you moved away from this town, what would be the main reason?	When you marry, how likely do you think it is that your husband will work abroad for at least a month?	When you marry, how likely do you think it is that your husband will work abroad for at least a year?	When you marry, how likely do you think it is that you will work outside the home?

For ALL women:

(96)	(97)	(98)	(99)	(100)	(101)	(102)	(103)	(104)
Tajikistan has more women than men in many places. Some men thus have more than one wife. In your town, what proportion of married men have more than one wife?	Do you have any brothers who are currently married or have been married in the past? If so, how many? IF "0", >>q96	As far as you know, have any of them had more than one wife? If so, how many have had more than one wife?	Do you have any sisters who are currently married or have been married in the past? If so, how many (if none, write "0")? IF "0", >>Module 7	As far as you know, have any of your sisters' husbands had more than one wife? If so, how many of your sisters' husbands?	I'm sorry to ask about this sensitive issue, but it is very important that we collect accurate information about social problems to know how they could be helped. Of your sisters who have ever been married, have any ever been slapped, hit, or kicked by their husbands? If so, how many?	How frequently does or did this happen in the worst case?	Have any ever been slapped, hit or kicked by other members of their husbands' family? If so, how many?	How frequently does or did this happen in the worst case?

Module 7: Women's Time Use

Just as it is important to study work in conventional jobs and careers, it is also important that we not overlook informal labor and housework which is mostly done by women. Thus, I would like to ask you about how you spent your time yesterday, beginning at 4 o'clock yesterday morning and ending at 4 o'clock this morning. Together we will talk through these 24 hours of your time.

[ENUMERATOR: This section can become tedious for subjects so please try to make it a free flowing conversation rather than following rigid prompts. Ask how long activities last or when they finish rather than asking about each half hour.]

What were you doing at 4 a.m. yesterday? When did you stop doing this?

If appropriate: Where you doing anything else at the same time? Were you looking after children?

ONE TABLE PER INDIVIDUAL INTERVIEW

First Woman Interview

(m7q1) HHLID of respondent	Time	Var. ID	Primary Activity Code	Var. ID	Secondary Activity Code	Time (continued)	Var. ID	Primary Activity	Var. ID	Secondary Activity
	4:00 a.m.	(4)		(5)		4:00 p.m.	(52)		(53)	
	4:30	(6)		(7)		4:30	(54)		(55)	
	5:00	(8)		(9)		5:00	(56)		(57)	
	5:30	(10)		(11)		5:30	(58)		(59)	
(m7q2) Date of time use diary day.	6:00	(12)		(13)		6:00	(60)		(61)	
	6:30	(14)		(15)		6:30	(62)		(63)	
	7:00	(16)		(17)		7:00	(64)		(65)	
	7:30	(18)		(19)		7:30	(66)		(67)	
	8:00	(20)		(21)		8:00	(68)		(69)	
(3) Day of the week of diary day.	8:30	(22)		(23)		8:30	(70)		(71)	
	9:00	(24)		(25)		9:00	(72)		(73)	
	9:30	(26)		(27)		9:30	(74)		(75)	
	10:00	(28)		(29)		10:00	(76)		(77)	
	10:30	(30)		(31)		10:30	(78)		(79)	
	11:00	(32)		(33)		11:00	(80)		(81)	
	11:30	(34)		(35)		11:30	(82)		(83)	
	12:00	(36)		(37)		12:00	(84)		(85)	
	12:30	(38)		(39)		12:30 a.m.	(86)		(87)	
	1:00	(40)		(41)		1:00	(88)		(89)	
	1:30	(42)		(43)		1:30	(90)		(91)	
	2:00	(44)		(45)		2:00	(92)		(93)	
	2:30	(46)		(47)		2:30	(94)		(95)	
	3:00	(48)		(49)		3:00	(96)		(97)	
3:30	(50)		(51)		3:30	(98)		(99)		

At end of diary day, ask the following prompts if unspecified by subject and adjust times or fill in secondary codes as necessary:

- Did you shower/bathe yesterday?
- Did you have breakfast/lunch/dinner yesterday?
- Did you leave the house yesterday?

Second Woman Interview

(m7q1) HHLID of respondent	Time	Var. ID	Primary Activity Code	Var. ID	Secondary Activity Code	Time (continued)	Var. ID	Primary Activity	Var. ID	Secondary Activity
	4:00 a.m.	(4)		(5)		4:00 p.m.	(52)		(53)	
	4:30	(6)		(7)		4:30	(54)		(55)	
	5:00	(8)		(9)		5:00	(56)		(57)	
	5:30	(10)		(11)		5:30	(58)		(59)	
(m7q2) Date of time use diary day.	6:00	(12)		(13)		6:00	(60)		(61)	
	6:30	(14)		(15)		6:30	(62)		(63)	
	7:00	(16)		(17)		7:00	(64)		(65)	
	7:30	(18)		(19)		7:30	(66)		(67)	
	8:00	(20)		(21)		8:00	(68)		(69)	
(3) Day of the week of diary day.	8:30	(22)		(23)		8:30	(70)		(71)	
	9:00	(24)		(25)		9:00	(72)		(73)	
	9:30	(26)		(27)		9:30	(74)		(75)	
	10:00	(28)		(29)		10:00	(76)		(77)	
	10:30	(30)		(31)		10:30	(78)		(79)	
	11:00	(32)		(33)		11:00	(80)		(81)	
	11:30	(34)		(35)		11:30	(82)		(83)	
	12:00	(36)		(37)		12:00	(84)		(85)	
	12:30	(38)		(39)		12:30 a.m.	(86)		(87)	
	1:00	(40)		(41)		1:00	(88)		(89)	
	1:30	(42)		(43)		1:30	(90)		(91)	
	2:00	(44)		(45)		2:00	(92)		(93)	
	2:30	(46)		(47)		2:30	(94)		(95)	
	3:00	(48)		(49)		3:00	(96)		(97)	
	3:30	(50)		(51)		3:30	(98)		(99)	

Third Woman Interview

(m7q1) HHLID of respondent	Time	Var. ID	Primary Activity Code	Var. ID	Secondary Activity Code	Time (continued)	Var. ID	Primary Activity	Var. ID	Secondary Activity
	4:00 a.m.	(4)		(5)		4:00 p.m.	(52)		(53)	
	4:30	(6)		(7)		4:30	(54)		(55)	
	5:00	(8)		(9)		5:00	(56)		(57)	
	5:30	(10)		(11)		5:30	(58)		(59)	
(m7q2) Date of time use diary day.	6:00	(12)		(13)		6:00	(60)		(61)	
	6:30	(14)		(15)		6:30	(62)		(63)	
	7:00	(16)		(17)		7:00	(64)		(65)	
	7:30	(18)		(19)		7:30	(66)		(67)	
	8:00	(20)		(21)		8:00	(68)		(69)	
(3) Day of the week of diary day.	8:30	(22)		(23)		8:30	(70)		(71)	
	9:00	(24)		(25)		9:00	(72)		(73)	
	9:30	(26)		(27)		9:30	(74)		(75)	
	10:00	(28)		(29)		10:00	(76)		(77)	
	10:30	(30)		(31)		10:30	(78)		(79)	
	11:00	(32)		(33)		11:00	(80)		(81)	
	11:30	(34)		(35)		11:30	(82)		(83)	
	12:00	(36)		(37)		12:00	(84)		(85)	
	12:30	(38)		(39)		12:30 a.m.	(86)		(87)	
	1:00	(40)		(41)		1:00	(88)		(89)	
	1:30	(42)		(43)		1:30	(90)		(91)	
	2:00	(44)		(45)		2:00	(92)		(93)	
	2:30	(46)		(47)		2:30	(94)		(95)	
	3:00	(48)		(49)		3:00	(96)		(97)	
	3:30	(50)		(51)		3:30	(98)		(99)	

Fourth Woman Interview

(m7q1) HHLID of respondent	Time	Var. ID	Primary Activity Code	Var. ID	Secondary Activity Code	Time (continued)	Var. ID	Primary Activity	Var. ID	Secondary Activity
	4:00 a.m.	(4)		(5)		4:00 p.m.	(52)		(53)	
	4:30	(6)		(7)		4:30	(54)		(55)	
	5:00	(8)		(9)		5:00	(56)		(57)	
	5:30	(10)		(11)		5:30	(58)		(59)	
(m7q2) Date of time use diary day.	6:00	(12)		(13)		6:00	(60)		(61)	
	6:30	(14)		(15)		6:30	(62)		(63)	
	7:00	(16)		(17)		7:00	(64)		(65)	
	7:30	(18)		(19)		7:30	(66)		(67)	
	8:00	(20)		(21)		8:00	(68)		(69)	
(3) Day of the week of diary day.	8:30	(22)		(23)		8:30	(70)		(71)	
	9:00	(24)		(25)		9:00	(72)		(73)	
	9:30	(26)		(27)		9:30	(74)		(75)	
	10:00	(28)		(29)		10:00	(76)		(77)	
	10:30	(30)		(31)		10:30	(78)		(79)	
	11:00	(32)		(33)		11:00	(80)		(81)	
	11:30	(34)		(35)		11:30	(82)		(83)	
	12:00	(36)		(37)		12:00	(84)		(85)	
	12:30	(38)		(39)		12:30 a.m.	(86)		(87)	
	1:00	(40)		(41)		1:00	(88)		(89)	
	1:30	(42)		(43)		1:30	(90)		(91)	
	2:00	(44)		(45)		2:00	(92)		(93)	
	2:30	(46)		(47)		2:30	(94)		(95)	
	3:00	(48)		(49)		3:00	(96)		(97)	
	3:30	(50)		(51)		3:30	(98)		(99)	

Fifth Woman Interview

(m7q1) HHLID of respondent	Time	Var. ID	Primary Activity Code	Var. ID	Secondary Activity Code	Time (continued)	Var. ID	Primary Activity	Var. ID	Secondary Activity
	4:00 a.m.	(4)		(5)		4:00 p.m.	(52)		(53)	
	4:30	(6)		(7)		4:30	(54)		(55)	
	5:00	(8)		(9)		5:00	(56)		(57)	
	5:30	(10)		(11)		5:30	(58)		(59)	
(m7q2) Date of time use diary day.	6:00	(12)		(13)		6:00	(60)		(61)	
	6:30	(14)		(15)		6:30	(62)		(63)	
	7:00	(16)		(17)		7:00	(64)		(65)	
	7:30	(18)		(19)		7:30	(66)		(67)	
	8:00	(20)		(21)		8:00	(68)		(69)	
(3) Day of the week of diary day.	8:30	(22)		(23)		8:30	(70)		(71)	
	9:00	(24)		(25)		9:00	(72)		(73)	
	9:30	(26)		(27)		9:30	(74)		(75)	
	10:00	(28)		(29)		10:00	(76)		(77)	
	10:30	(30)		(31)		10:30	(78)		(79)	
	11:00	(32)		(33)		11:00	(80)		(81)	
	11:30	(34)		(35)		11:30	(82)		(83)	
	12:00	(36)		(37)		12:00	(84)		(85)	
	12:30	(38)		(39)		12:30 a.m.	(86)		(87)	
	1:00	(40)		(41)		1:00	(88)		(89)	
	1:30	(42)		(43)		1:30	(90)		(91)	
	2:00	(44)		(45)		2:00	(92)		(93)	
	2:30	(46)		(47)		2:30	(94)		(95)	
	3:00	(48)		(49)		3:00	(96)		(97)	
	3:30	(50)		(51)		3:30	(98)		(99)	

Module 8: Subjective Perspectives, Literacy and Numeracy

	(m8q1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Copy HHLID #s from Module 6 here (m6q1)	In general, would you say life is better, worse, or about the same as it was 3 years ago in 2007?	In three years, do you expect life to be generally better, worse, or about the same as it is now?	Taking everything together, would you say you are very happy, somewhat happy, or not happy?	Can you read the Tajik language? IF “no”, >>q6	Could you please read the following sentence, which is written on this piece of paper? Prompt: “The farmer was late to work because rain made the road muddy and the bus got stuck.” [Enumerator, please evaluate ease of reading.]	If you buy something which costs 6 somoni and 35 diram and you pay with 10 somoni, how much change should you get back?		If tomatoes are 7 somoni per kilo and you buy 3.5 kilos, how much should it cost?	
						Somoni	Diram	Somoni	Diram

(10)	(11)	(12)	(13)	(14)	(15)	(16)
When you want to visit friends or leave the house for other reasons, whose permission do you ask?	People in Tajikistan worry about different kinds of problems which affect their lives and their futures. What kinds of problems worry you most for your family and community? What worries you most? Second most? Third most? 01 Politics 02 Economy 03 Migration 04 Environment 05 Health/Medicine 06 Illegal Drugs 07 War 08 Crime/Violence 09 Religious Extremism 10 Corruption 98 Other 99 Don't know / no opinion					
	First	If other, text	Second	If other, text	Third	If other, text