

WORLD AFFAIRS CHALLENGE GUIDE

6 BILLION ON THE MOVE: HUMAN MIGRATION
IN A GLOBAL SOCIETY



World Savvy

Dear World Affairs Challenge Coaches,

Welcome to the 2009 World Affairs Challenge! World Savvy is excited to work with you and your students as you explore this year's theme, *6 Billion on the Move: Human Migration in a Global Society*. Your students will learn about the reasons why people move and the effects of that movement on political, social and economic systems.

This Guide is designed to help you introduce this complex theme to your students. It provides you with fact sheets, activities and online resources, such as websites, links to online current events articles and videos. It also includes suggestions on how to connect this theme to relevant Social Studies Standards.

The Guide is broken down into seven sections: Introduction, Population and Demographics, Forced Migration, Economics, Civics, Immigration in Minnesota, and the Appendix. The Introduction has a variety of documents to help you get started. Here you will find an activity that will help students learn how to think critically (*Making Informed Decisions*), a fact sheet that gives an overview of migration patterns around the world, as well as two activities that will help students learn about the push and pull factors that cause people to migrate (*Why People Move*) and the effects of migration (*More or Less*).

Each subsequent section includes a Section Overview, Connections to Relevant Social Studies Standards, Online Resources and one or two Activities. The Appendix connects the activities in the Guide to Social Studies and Language Arts Skills Standards and contains a comprehensive Glossary of Key Migration Terms.

This Guide is intended to assist you in teaching and coaching the World Affairs Challenge. The Guide is laid out in an intentional order, but each section can be used independently depending on what your students want to study. You can also use parts of each section to introduce various aspects of the theme to help your students narrow in on a specific topic. However you choose to use this guide, I hope it is applicable and helpful.

Thank you for participating in the 2009 World Affairs Challenge. We look forward to working with you this year!

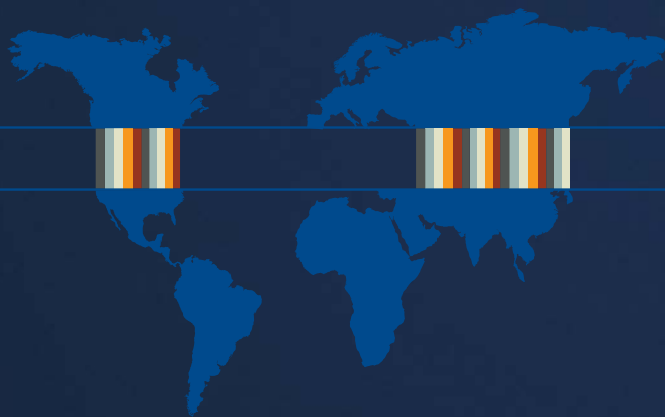
Sincerely,

The World Savvy Team

San Francisco 999 Sutter Street, 4th Floor San Francisco, CA 94109
New York 155 Water Street Brooklyn, NY 11201
Minneapolis 700 Meadow Lane North, Suite 620 Minneapolis, MN 55422
www.worldsavvy.org

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INTRODUCTION

6 BILLION ON THE MOVE: HUMAN MIGRATION
IN A GLOBAL SOCIETY



World Savvy

Activity: Making Informed Decisions & Enhancing Critical Thinking

Adapted from a lesson plan from PBS' NOW Classroom

<http://www.pbs.org/now>

<i>Objectives</i>	<ul style="list-style-type: none">• Students improve their critical thinking skills and decipher fact from personal opinion.• Students make informed decisions and think of solutions to problems garnered from good research.
<i>Materials</i>	<ul style="list-style-type: none">• Internet Access• Handout: Research Guide Assessing Sources• Handout: Gathering Facts to Develop an Informed Opinion
<i>Students</i>	At least 5
<i>Time</i>	Approximately 2 hours

Procedure

1. Create an “invisible value line” in the classroom (along the board works well). The line represents a continuum of opinions, with one end representing “strongly agree” and the other “strongly disagree.” Students are then presented with three statements, one at a time that will evoke strong opinions in them. Tell students to move to the area on the “line” that best represents how they feel about the issue. Ask a few of the students to share their reason why they are located where they are on the line. Then have students form groups according to their position on the line and ask them to write down a few facts that back up their opinion on the issue. Ask students to share their facts with the rest of the class. Repeat this process for each statement.

Statements:

- The United States should be involved in Iraq.
- The United States should not allow illegal immigrants into this country.
- The United States government should help support poor people.

2. After students have shared out their facts for all three statements, begin a discussion on the importance of having facts to back up opinions. Discussion questions can include:

- What is the difference between an informed and uniformed opinion?
- Which type of opinion is easier to argue against, an informed or uniformed opinion? Why?
- How many of you could think of facts to back up your opinion? How many of your opinions were based more on emotion or personal experience than fact?
- Has someone ever successfully changed your opinion about a subject or vice versa? If so, how was this accomplished?

Explain to students that the ability to form and articulate opinions is extremely important in all facets of life. As citizens, people need to form opinions about political issues and leaders in order to vote responsibly. We must form opinions about social issues, and we form opinions about the people we work and interact with on a daily basis. **However, simply having an opinion about a given topic is not enough.** In this age of information, if we want to effectively share our opinions with others, we must be educated about the topics we are discussing. Whether writing a letter to the editor about a

local issue, trying to convince your boss that you've developed a great business strategy or convincing your parents that you should have a specific privilege, presenting an informed, educated opinion is much more effective than sharing one based on emotion or personal experience alone.

3. On the board or overhead, outline these simple steps students can use to develop informed opinions.

- Select a topic that is of interest to you that inspires at least two points of view.
- Learn as much as you can about your topic through research. (Distribute the **Research Guide: Assessing Sources** handout and review the information, discussing the best ways to determine the credibility and validity of a source).
- Utilize a wide variety of resources and make sure that you read information that expresses a number of different points of view related to your topic.
- Ask pertinent questions as you learn about the topic and look for the answers in your research.
- Assess the content: Are statements and arguments supported with facts, specific examples and clearly defined reasons?
- Form your opinion **based on the facts you have learned**. Combine those facts with your own emotions and personal experiences. Be able to utilize these facts as your key arguments when you try to convince others to see your point of view.
- Think about the strongest arguments that people with differing points of view will have and how you will defend your opinion.

4. Explain to students that they will have an opportunity to practice forming fact-based opinions using the process outlined in step 3 above. Encourage students to utilize what they have learned from the **Research Guide: Assessing Sources** handout as they gather information about their topic. As a class, brainstorm a list of topics that could be of interest to students. Remind students that these should be topics that stir up differing points of view between people. Some ideas include: political candidates, gun control, immigration, death penalty, health care, free speech, school policy, environmental awareness, etc.

5. Distribute the **Gathering Facts to Develop an Informed Opinion** activity and review the steps for completion.

- Direct students to the NOW website at <http://www.pbs.org/now> and have them type in the topic of their choice in the Search Box that appears near the top left quadrant on the page. They can also browse by subject matter by clicking Topic Search. From there, have students access NOW content as well as **other reliable internet sources** to learn facts about their topic and help them form opinions as they complete the activity.

NOTE: Depending on your students' research skills, you may want to demonstrate how to complete Step 5 on the activity sheet to ensure that source information is noted correctly.

6. When students have finished the activity steps 1-5, introduce the **Take Action Project**. For this project, students will draw attention to the topic they researched and illustrate their personal opinions about the topic. Students will use the content from steps 1-5 as the basis for their projects. The Take Action Project can be done as a homework assignment as well.

7. Once students have completed the Take Action Project, provide class time for them to share their work with classmates. Encourage students to provide one another with feedback about the effectiveness of their projects by having students complete a **Peer Evaluation Sheet** as they hear each presentation. These evaluation forms should be presented to each student as a form of feedback about their project.

8. Facilitate a short closing discussion and/or written response about the use of facts to form opinions using questions such as:

- When you first selected your topic for the project, did you have a pre-conceived opinion about the subject? If so, how was your opinion altered by completing research and looking for facts about the subject?
- Do you believe your opinion would have been different if it had not been based on facts? If so, why and how?
- Based on your experience with researching, do you think most people base their opinions about important issues on facts, or do they use emotions, personal experience, and media to shape their ideas?
- In the future, do you think you will be more inclined to support your opinions with facts? Why?
- In future conversations with people of differing opinions, do you think you will press them to support their opinions with facts as a means of convincing you to change your thoughts? Why?
- Outside of school, what situations can you identify where having an informed opinion and/or the ability to use fact-based research to form an opinion will be highly important?

Research Guide: Assessing Sources

Evaluating the credibility and validity of a resource can be very difficult, particularly when doing research using the Internet. Below are some basic guidelines to help you select reliable resources and use those to learn accurate information about a given subject.

Characteristics of Reliable Sources

Authority: Who is sponsoring the information? The URL can provide information about the origin of the resource. The following are examples of ways you can determine the type of organization that is sponsoring the content for a specific website:

Sites ending in....

.edu are usually educational institutions and generally a good source of information.

.gov are government websites and usually good sources for statistical information.

.org are typically non-profit organizations often set up as a public service. Be on the lookout for political agendas and biases.

Example: If you are looking for information about gun control, then you might check .gov sites for statistics related to gun ownership, laws, etc. Sites affiliated with specific biases on gun ownership will probably be listed as .org sites (handguncontrol.org or nrahg.org).

Blogs: While interesting, these are usually not fact-based and as a general rule should not be used for conducting research.

Online magazines or journals: These articles often contain a detailed bibliography and site specific resources as evidence for claims and statistics.

Online news sources: Virtually every network and cable news station has an online site as do local affiliates. It is important to realize that while they do provide news, they are also involved in the entertainment industry and may present some information that is opinion rather than fact-based.

Television/Internet video news broadcasts: When viewing video, keep in mind that if it is not from a source that can be accurately documented with origin, date, and key information like who, what, when, where, why and how, then the source may not be credible.

Accuracy: Sources for the factual content on the site are clear. There is someone verifying the accuracy of the information being presented. Verify the author's credentials.

Example: Dr. Robert Green is cited as a physician who was in charge of a study that produced specific results or the Center for Disease control provided certain statistical data.

Objectivity: The content is provided for public service or educational use. These sites usually provide links to additional information and are free of advertising for products related to the topic.

Timeliness: The date of the information and/or the last update is clearly stated on the page.

Name: _____

Date: _____

Gathering Facts to Develop an Informed Opinion

Directions: Utilize **NOW** resources (<http://www.pbs.org/now>) and **other reliable sources** (based on what you learned from the **Research Guide: Assessing Sources** handout) to form a fact-based opinion about the topic of your choice. Work with your partner to complete steps 1-2 below. You will work independently on steps 3-5 and the Take Action Project.

Step 1: My topic is: _____

Step 2: Complete the chart below as you take notes from a variety of resources that represent more than one point of view about your topic. Utilize additional note taking sheets if needed.

Name of Resource	Internet Address	Facts Learned

Step 3: Based on the facts you learned about the topic, write a sentence that accurately reflects your opinion about the topic.

Step 4: List/describe the emotions and personal experiences that contributed to the formation of your opinion.

Step 5: On the table below, list two of the strongest arguments that opponents will have about your opinion and provide fact-based proof to refute these arguments.

Arguments Against My Opinion	Fact-based Proof to Refute Arguments (note the source as well)

Take Action Project:

Select a project from the list below to draw attention to your issue and illustrate your opinion about it. Include sourced facts (see your earlier research from NOW and other sources) in your project. Be prepared to share your project with classmates.

- Create a flyer or brochure designed to increase awareness of your opinion and encourage people to take what you believe is appropriate action related to this issue.
- Write a letter to the editor expressing your point of view and refuting possible arguments against your opinion using the facts you've learned from your research.
- Create a public awareness campaign that supports your opinion by designing a billboard or bumper sticker that uses facts to support your opinion. Remember, less is more in this medium, so don't be too wordy. Be clever and fact-based.
- Other: Develop your own project idea and **get teacher approval before beginning.**

Peer Evaluation

Presenter Name: _____

Evaluator Name: _____

The presenter's opinion was clear. YES or NO

The presenter utilized facts well in their project. YES or NO

Something I thought was very effective in this project was _____

Something the presenter could do to improve the project is _____

MIGRATION



Most of the world's 191 million international migrants are concentrated in a relatively small number of countries in North America, Europe, and the former Soviet Union.

In 2005, the United States was home to more foreign-born residents than any other country—38 million, or one of every five immigrants worldwide. The Russian Federation was second, with 12 million immigrants, and Germany was third (10 million).

In recent years, globalization, uneven population growth, and economic differences across countries have increased the flow of people across national borders. In 1960, there were only 30 countries with half a million immigrants or more; by 2005, the number of countries with this distinction had more than doubled, to 64.

Case In Point.

Most of the debate about immigration in the United States is focused on the estimated 12 million unauthorized migrants currently residing in the United States. Unauthorized migrants include those who entered the United States illegally and those who entered the country legally but violated the terms of their admission (in most cases, by overstaying their visas). The Pew Hispanic Center estimates that between 2000 and 2005, the unauthorized migrant population increased by about 500,000 each year.

About 56 percent of unauthorized immigrants are estimated to be Mexican, and another 22 percent are from elsewhere in Latin America. About 40 percent of the unauthorized population came to the United States since 2000.

The growing number of unauthorized immigrants in the United States has gotten the attention of state policymakers and their constituents. Hundreds of pieces of legislation have been put before state legislatures around the country to deal with the issue. Most of these bills—but not all—are proposals to crack down on illegal workers and the businesses that hire them.

Regional Patterns

Between 1990 and 2005, the United States gained the most international migrants (15 million), followed by Germany and Spain. Migrants from developing countries are drawn to the United States and Europe by the higher wages and economic opportunities in more developed regions.

These trends also have a strong demographic component. In 2005, there were 600 million workers in more developed countries, but 2.4 billion workers in the less developed countries. Many developed countries, particularly in Europe, are aging rapidly and facing potential labor shortages in the coming decades. Just to maintain the sizes of their 1995 labor forces, France, Germany, Italy, and the United Kingdom would have to quadruple current annual immigration levels, from 237,000 to 1.1 million.

The largest flow of in-migrants is from less developed to more developed countries (62 million in 2005), but there are almost as many (61 million) who move from one developing country to another. Many of these so called “south-south” migrants are moving for work opportunities (for example, Nepalese workers moving to India for seasonal farm work). Others have moved to escape conflict or natural disasters. Refugee migration is most common in Africa, which has one-seventh of the world's population but one-fourth of the world's 10 million refugees.

Impact on Sending and Receiving Countries

In developed countries, immigration can help spur economic growth, reduce labor force shortages, and bring new vitality to communities with stagnating or declining populations. Unauthorized migration is a major issue in the United States and many European countries, prompting many leaders to look for solutions that minimize push factors in sending countries.

For every 1,000 residents of Ireland, 15 more people enter the country every year.

For every 1,000 residents of Grenada, 10 people leave the country every year.

In Africa, 41% of the population is under age 15.

In Asia, 27% of the population is under age 15.



The impact of migrants on receiving countries depends, in part, on the relative size of the foreign-born population. In the United States, foreign-born residents account for roughly 13 percent of the total population, but in some countries with high labor needs, the proportions are much higher. In the Persian Gulf states, which have long relied on migrant workers from South Asia to fill private-sector jobs, more than 1 in 3 residents were foreign born in 2005.

Africa has also experienced large migration flows in recent decades, often in response to natural disasters, economic problems, or civil unrest. In 1994, Africa witnessed one of the world's largest refugee movements in recent times, as 2 million Rwandans left their country, straining local infrastructures, contributing to the spread of infectious diseases, and upsetting ethnic balances in neighboring countries.

Emigration can help relieve population pressures and reduce unemployment in migrant-sending countries. Migrant workers also send billions of dollars home to their countries of origin. These remittances are larger than the total of all official development assistance worldwide, and are among the fastest-growing international financial flows. Formal remittances to developing countries doubled between the late 1980s and mid-1990s to almost \$60 billion a year, doubled again by 2002, and doubled again to \$240 billion in 2007.

Although migrant-sending countries benefit from remittances from those who left, they also lose some of their most industrious workers. In parts of the Caribbean, 70 percent of the highly educated work force has left to work in Canada, the United States, or Europe.

Some highly skilled workers do return to their home countries, but these return rates vary widely by country. Return rates have been relatively high in China and Korea, boosting economic

development in those countries. India has had relatively low return rates, but this could change if the United States continues to shift white-collar jobs overseas, creating new, local job opportunities for returning high-skilled workers.

Rich countries are the main source of remittances, and the United States is by far the largest, with \$42 billion in recorded outward flows in 2006. Because of the difficulty in capturing information on all money spent outside the United States, this amount is likely an underestimate. Most of this money flows to Mexico, which received \$25 billion in remittances in 2007, only slightly less than India and China. Mexico accounts for only 2 percent of the population living in developing countries but receives 10 percent of developing-country remittances.

Although the long-term effects on development are unclear, remittances can provide an efficient means of raising incomes and investing directly in the health and education of people in poor countries.

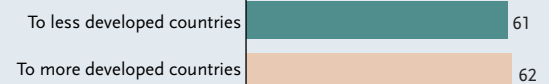
Migrants Leaving LDCs Are as Likely to Go to Another LDC as They Are to Enter an MDC.

Origin and Destination of International Migrants, 2005

Migrants from more developed countries, millions



Migrants from less developed countries, millions



Sources: UN Population Division, *International Migration Report* (2006); and UN, *International Migration 2006* (Wall Chart).

In Israel, life expectancy at birth is 80 years.

In Zambia, life expectancy at birth is 38 years.

Japan has one of the world's lowest fertility rates: 1.3 children per woman.

Guinea-Bissau has one of the world's highest fertility rates: 7.1 children per woman.

Activity: Why People Move

Teacher's Guide

<i>Objectives</i>	<ul style="list-style-type: none"> • Students explore immigration from personal, local, national and global perspectives. • Students think critically about the “push and pull” factors involved in local and international migration. • Students examine human migration patterns around the world.
<i>Materials</i>	<ul style="list-style-type: none"> • Internet access • Drawing materials (markers, pens, paper) • World maps • Article Handouts – India, Iraq, Philippines, Spain, Dubai
<i>Students</i>	Minimum 10
<i>Time</i>	Approximately 90 minutes

Procedure

Part I: 30 minutes

1. Brainstorm: Why do People Move?

- Ask youth if they have ever lived somewhere else. Poll students and record their results. How many have lived in more than one apartment or house? How many have lived in more than one neighborhood? Town? City? County? State? Country?
 - Create a tally on the board that counts the number of times everyone in the class has moved and the places they have lived including neighborhoods, states, and countries. Or you can choose to draw a map of the world on the board and draw lines from one place to another to represent where students have moved to/from.
 - Ask students to share any reasons why they have moved to their current home. Record their answers on another section of the board.
- Ask students to think about a place they might want to move later in life. Why might they like to move there? Add these answers to the list.
- Then ask the class to think about some of the reasons why someone might want to move to their neighborhood, town, city, county, state or country.
- Scan the list and ask students to find any reasons we might have missed as to why people move. (Answers may include weather, jobs, income, natural resources, culture, schools, cost of housing, safety, family unification, etc.)
 - If it hasn't been discussed, introduce the concept of forced migration. Is moving always a choice? When is it not a choice? You may want to define the term forced migration:
 - **Forced migration:** Refers to the coerced movement of a person or persons away from their home or home region. It often suggests violent coercion such as slavery and human trafficking, and can also refer to those displaced by conflict or natural disaster.

- Discuss the ways that the migration experience of forced migrants is distinct from voluntary migrants. (Social ties, economic stability, time for preparation, investment in new location, etc.)
- Ask students to name locations where conflict is active or where recent natural disasters have taken place. In following these locations in current events, ask students if they have heard about the impact these conflicts or natural disasters are having on migration patterns. (i.e. where conflict is active or where recent natural disasters have taken place – Russia/Georgia conflict, Sudan conflict, Iraq war, Chinese earthquake)
- Once you have created a comprehensive list of the reasons why people move, ask students to group these reasons into categories. Which reasons are similar and what general category unites these reasons? Categories may include money, violence, adventure, family, education, work, etc.

2. Defining Push and Pull Factors

- Ask youth to look at the brainstorm on the board and group the various reasons why people move into “push” and “pull” factors. Explain to young people that moving is a big, complex decision and that often when someone migrates there are several motivating factors involved.
- Highlight or circle all the reasons that **push** someone out of their current home. These are generally negative circumstances that make it difficult to stay in their current location.
- Read the remaining items on the list aloud. Highlight the factors that **pull** someone to a new location, usually positive conditions that make life in a new destination seem attractive.
(You may want to use different colored markers to differentiate the push from the pull factors.)

Part II: 60 minutes

1. Digging Deeper, Migration Patterns around the World

- Go to <http://www.nytimes.com/> and type “Snapshot: Global Migration” into the search bar and show students the “Snapshot: Global Migration” map titled “Net Flow”. Ask students what they notice about these maps and have them point out which countries have the most immigrants and which have the most emigrants. Ask students to share any thoughts about why these patterns may be this way (i.e. war in Sudan or economic despair in Mexico is causing many to flee their country; economic, social, religious freedoms pull people to move to the US).
- Now that students have an understanding about migration patterns and why people move, break them up into groups and assign each of them a country from the “Net Flow” map. Give each group an article about migration in that country and have them answer the following questions:
 - If your country has a lot of people coming in, what are the main reasons they came? What makes this place desirable?
 - If your country has a lot of people leaving, what are the main reasons they leave? What is happening here politically, socially, economically to make them want to leave?
 - Do people migrate within this country? If so, why?
- Then give each group a world map and ask them to visually represent their answers on a map. This should include arrows indicating migration patterns and symbols representing

the push/pull factors (i.e. dollar sign for economic reasons, a cross for religious freedom, gun for conflict, etc.) Next have each group present their map and findings to the class.

2. Wrap Up

- Each small group shares their map and findings. Encourage students to ask questions and together discuss the push and pull factors that shape these migration patterns.
- **Class Discussion:** Were the groups surprised by what they found? What similarities and differences did students notice between the push/pull factors of the various groups? Did anything surprise them about their findings? Do any of the groups' maps correspond to the class' map of migration? What are the similarities and differences there?

Part III: Extension Activity (optional)

1. Effects of Migration

- Ask students to re-read the article on their group's country and have them discuss what social, political, cultural and economic issues are arising from the migration addressed in the article.
- Have students go online and research more about these issues and write a one page report on the main effects of migration (either out of the country or to the country, depending on their group). For example, are there assimilation issues or increased discrimination in countries where there are more migrants coming in? Or are there negative economic effects for countries that have seen a lot of people leave? Ask students to present their report to the class.

Handout: India

India world's largest remittance recipient

By Himanshi Dhawan

Times of India

June 20, 2008

<http://timesofindia.indiatimes.com>

NEW DELHI: For Indians, the umbilical cord is never severed. India has now captured one-tenth of global remittance flows, making it the world's largest single recipient.

An estimated \$27.1 billion was remitted to India in 2006-2007. The Indian diaspora is estimated at 20 billion.

Migrant remittances have recently surged to the forefront of development agendas worldwide but the growth in India has been dramatic. Total remittances has grown steadily over the past 15 years, and dramatically in the past 10, skyrocketing from \$2.1 billion in 1990-1991 to \$27.1 billion in 2006-2007.

According to policy experts, factors responsible for the growth in remittances include the diminishing role of unofficial channels, shifting emigration patterns to high-skilled technology jobs, greater competition in the money transfer market and the strength of the Indian economy.

The top 10 destination countries for Indians include the UAE, Saudi Arabia, US, Bangladesh, Nepal, UK, Sri Lanka, Canada, Kuwait and Oman. Experts point out that softer immigration laws in the US and the search for better economic opportunities fuelled a surge in the overseas migration of Indians.

Unlike previous phases of migration, emigration sent better educated Indians in the last decade especially to the US, UK and Canada.

A recent JP Morgan study said that deposits by non-resident Indians (NRIs) amounted to around \$32 billion or 23% of foreign exchange reserves. Portfolio and real estate investment has been largely concentrated in the IT space. While the report noted that the diaspora could act as a "powerful catalyst", even helping India realise and perhaps exceed its aspiration of 10% annual growth, the onus for better capitalisation lies on the Indian government.

It is no wonder that the government is keen to recognize and pander to the interests of the growing diaspora. Overseas Indian affairs minister Vyalara Ravi has set up a 'welfare fund' for overseas workers. The ministry plans to use this fund for compulsory health insurance of overseas workers and their families.

Handout: Iraq

Iraq's Quiet Exodus: More than 2 million Iraqis have left their country, seeking safety abroad—and robbing the nation of its best and brightest.

By Stephen Glain

Newsweek

August 21, 2007

<http://www.newsweek.com>

He sits in an unheated two-room apartment furnished with plastic chairs and begrimed here and there with mold. Dandling his infant son on his knees, he wears the exhausted, vacant look of a man living on the edge, scrounging daily to make ends meet and feed his wife and young family. For Iraqi physician Nafa Abdul-Hadi, the road to exile and dispossession began in his spacious apartment in an affluent Baghdad neighborhood and has ended here in the tenements of Jordan's east Amman. Threatened with beheading by militants, the 50-year-old radiologist decided last July to abandon his practice and joined the mass migration that is looting Iraq of its most vital asset—an accomplished and once dynamic middle class.

As little as a year ago, the number of affluent Iraqis fleeing the sectarian holocaust of Iraq for neighboring Jordan and Syria was still relatively small, scarcely more than a few dozen daily. Today it is a veritable exodus of white-collar professionals who, along with their riches, are the vertebrae of any stable society. Totalling well over 2 million—10 percent of Iraq's population and the largest displacement of Arabs since the Palestinian-refugee crisis after the Arab-Israeli wars of 1948 through 1967—it ranks alongside the great human dislocations of Africa and the Indian Subcontinent. Yet because it began as a flight to safety by wealthy Iraqis leaving on jet planes—a tableau unworthy of media attention, more accustomed to the tents and straggling lines of traditional refugee crises—it has been all but overlooked. And like the previous generation of displaced Palestinians, many of whom are still living in the slums of Gaza and the West Bank, these émigrés now threaten to emerge as yet another intractable Middle East problem. Initially welcomed, they are fast becoming a burden, straining local infrastructure from schools to health care and pushing up housing prices and inflation. Worst, neither they nor their increasingly reluctant hosts have any idea when, if ever, they might go home.

The exodus weighs most heavily on Iraq, which is in danger of becoming a large-scale version of Palestine's impoverished and brittle Gaza. The refugees leave behind a war-torn nation plundered of its most precious resource alongside oil—talented and well-educated people. Professionals like Abdul-Hadi formed the backbone of a newly vibrant middle class that emerged under Saddam Hussein. Iraq boasted world-class hospitals, universities, science labs, even art galleries. The engineers at Iraqi Airways were certified to work on the most sophisticated technology on Boeing airliners. Many of them received generous scholarships to study abroad, all paid for by the state. "When I was a student at Cardiff in Wales, every one of my classes had Iraqis," says Ali Shukri, a retired Jordanian general and confidant to the late King Hussein. "Most were doing postgraduate work as engineers and radiologists."

Now those same professionals are a coveted prey, targeted by insurgents and robbers for shakedowns, kidnapping and extortion—prompting more and more to flee. Before the war there were 30,000 physicians registered in Iraq's main medical syndicate, or union. Now there are 8,000. "Doctors are

prime targets," says Abdul-Hadi from his humble quarters in Amman, where he works in a public hospital for a fraction of the pay he once earned in Iraq. "It will take 10 years to rebuild the Iraqi health sector." The same can be said of Iraq's universities. Advanced studies are no longer available at many elite colleges in Baghdad. In many classes, students are taught not by tenured professors but by teaching assistants. Engineers, scientists, teachers, civil servants, shopkeepers and businessmen—all are following Abdul-Hadi's path out of Iraq. "All that's left in Baghdad are bandits and fools," says Hind Al Aazamy, a Sunni Iraqi who arrived in Jordan last summer and now runs a fashion boutique with her husband in west Amman's upscale Sweifieh district. "It will take a generation to restore what's gone."

No one has to tell that to the Iraqi government, which is doing what it can to stem the outflow. Baghdad is tightening restrictions on new passports and is said to be pressing Jordan to send home many émigrés already in the country. According to a U.N. aid worker in Amman, the United Nations High Commissioner for Refugees, under pressure from Iraq and Jordan, recently began canceling interviews with exiles hoping to register as war refugees as a guarantee against being forcibly returned: "This exodus makes the Iraqi government look bad," he says, "and it will make rebuilding the country close to impossible."

It's difficult to quantify either the scale or the effect of this epic brain drain. Estimates range from the generally accepted 2 million in Syria and Jordan to twice that many. Few can afford to maintain bank deposits of \$100,000, as is required by Jordanian authorities for a residency card, so many refugees smuggle themselves across the border and live as illegal aliens. And increasingly, exiles are showing up in Lebanon and Egypt.

It began as a trickle during the months after the fall of Saddam, as wealthy Iraqis, seeing the handwriting on the wall, sought refuge from the nascent insurgency. Most went to Amman, largely because its well-regarded banking sector could be trusted with their riches. They invested in real estate, bought luxury cars and built office buildings from which they piloted their empires back home. Beyond snarling traffic in the once sleepy capital, these moneyed exiles posed little threat. Often bringing their businesses with them, they actually invigorated the local economy. Adnan Al Malaki, an Iraqi clothing trader who left Baghdad for Damascus, is still struggling to find stock for stores back home. But declining output in Iraq has forced him to double the amount of merchandise he orders in Syria. "Iraq used to account for half our total production, but we've had to shut those factories down," says Al Malaki, sipping a demitasse of coffee in a stylish Damascus café.

As the insurgency metastasized into civil war, the outflow of refugees accelerated. Locals are beginning to complain. In Syria, citizens grumble about rising prices, congestion and an alarming increase in crime and prostitution. "They bring with them only problems," says Jihad Yazigi, editor in chief of The Syria Report, an economic bulletin. Jordan is also showing signs of compassion fatigue. Its tiny population of nearly 6 million has swelled by some 15 percent. In Amman, the cost of *alayah bindura*—fried tomatoes and onions, a lower-class staple—has doubled. Housing prices have risen by more than a third, forcing many young Jordanian couples to postpone marriage because they can no longer afford their own homes. Many in the overwhelmingly Sunni kingdom worry that the influx of so many Iraqi Shiites will one day spark the very sort of sectarian violence that is tearing their neighbor apart.

Increasingly, Jordanians are calling for a clampdown. "No more is good," says Abdel-Ghani Abdul-Hamid, who runs a produce stall in Rabia, known for its large population of émigrés. "The Iraqis act

in barbaric ways. Last week some were fighting just outside my shop. People are now blaming the government for allowing them in." As if in response, the Jordanian government recently stopped issuing special documents that allow exiles uninhibited entry to and departure from the country.

Few blame Jordan for tightening up. For decades, the country has lumbered under the political weight of a large Palestinian diaspora that has coexisted uneasily with the indigenous population. The monarchy is also high on the hit lists of militant Islamic groups for its close relations with America and its peace treaty with Israel. With memories still fresh of the 2005 hotel bombings that killed 57 people, security services fear that the freight of exiles could become a sort of Trojan horse. There are rumors that agents of Iraq's Mahdi Army, the militia run by Shiite cleric Moqtada al-Sadr, have infiltrated the kingdom. Several prominent émigré businessmen have advised the Iraqi ambassador to Jordan to beware of kidnapping and assassination attempts. Should the violence in Iraq subside, some security experts warn, those insurgents allied with disgruntled Iraqi refugees may well train their sights on Jordan's monarchy.

Despite the fact that the immigrants are ethnically mixed, worried Jordanian locals, most of them Sunni, fear the rising number of Shia in their midst. Tensions between the United States and Iran have helped fan fears of a so-called Shiite crescent, as King Abdullah himself warned nearly two years ago. In Parliament, some legislators have taken to demonizing Shiite Islam as a threat to Jordanian security. "When you have teachers condemning Shiites in class, that's bad," says Jost Hilterman, Middle East project director of the International Crisis Group in Brussels. "When immigration officials are asking if visitors are Shia or Sunni at the airport, that's bad. And when clerics are calling for violence against Shiites, that's bad, too."

As for Iraq, the exodus may prove to be its ultimate undoing. The departure of so many white-collar professionals and skilled workers has essentially stripped the nation of much of its human infrastructure, completing the physical destruction of the war. With the civil war marking new levels of ferocity—and the United States showing growing impatience with its Iraq misadventure—the brain drain can be expected to grow even worse. All this will leave the country's future resting on an ever-shrinking cadre of experienced people to keep Iraq afloat, if and when its sectarian violence ends. And even then, there is no guaranteeing they'll ever return. "Once these people set up life abroad, they will not come back," says Laith Kubba, a former spokesman for the Iraqi government and now a senior director at the National Endowment for Democracy in Washington. "I would rather see them remain in Jordan and Syria and preserve their skills there."

Meanwhile, the younger generation of Iraqis, more than half of whom are under 30, are being robbed of their teachers, university professors and doctors—those who care for them and serve as mentors and role models for a functioning civil society. "It's not just a question of one lost generation, but of two, and this is the most frightening thing," says Jalal Al Gaaod, a Western-educated Iraqi architect now living in Amman with his family. From this depopulated base Iraq will be hard pressed to recover, much less rise, phoenix-like, from the ashes of war.

Handout: Philippines

Philippines: Have Degree Will Travel

Where Have All the Nurses Gone?

*By Barnaby Lo
Frontline World
December 18, 2007*

<http://www.pbs.org/frontlineworld/stories/>

I have heard this conversation among Filipinos in New York City over and over again.

"You Filipino? Let me guess, you're a nurse?"

"How did you know?"

It seems like wherever I turn my head, I see Filipino nurses. This may be true in many cities across the United States. The Philippines has been exporting medical staff to the United States for the last half century, and Filipino nurses make up almost half of all foreign nurses in the U.S.

Some health experts predict that the U.S. will have a shortfall of 800,000 to 1 million nurses by the year 2020. American nursing schools are not producing enough nurses to be able to meet the demand of an aging population; so hospitals, with the support of the American government, are now turning to foreign nursing graduates. In 2005, the U.S. approached countries like India, South Africa, and the Philippines, armed with legislation that recaptured 50,000 unused immigrant visas and designated them solely for nurses.

Filipino nurses have been quick to take advantage of the opportunity. Over the last few years, there's been a tremendous increase in the number of trained medical staff leaving the Philippines; last year alone approximately 12,000 left the country. More college students are now choosing a nursing major in one of the 500 training schools throughout the country. Accountants, engineers, teachers and even doctors are returning to school to train for a nursing profession.

The loss of so many trained physicians to the nursing ranks is particularly troubling. According to a study led by former Philippine Secretary of Health Jaime Galvez-Tan, close to 80 percent of all government doctors have become nurses or are in nursing schools. There are roughly 9,000 doctor-turned-nurses and 5,000 of all these medical practitioners are now working abroad.

To find out the impact of this exodus of nurses from the Philippines, I traveled to Sarangani Island at the southern tip of the country. The only way to reach the island from the city was to hitch a ride on a cargo boat without seats, toilets and windows. The night we sailed, strong waves rocked the boat as rain poured. At one point, the boat nearly flooded. I felt lucky just to survive the 8-hour journey.

But that is the way the people of Sarangani Island live. To buy groceries or to go to the nearest bank, they must take that long boat ride. The one hospital on the island is poorly equipped and has only one nurse and no doctor. If there's a medical emergency requiring a doctor, the patient has to take the boat. As I learned, the situation is only going to worsen: The lone nurse on the island tells me he will

be leaving soon to work in London. (In fact, since this story was first reported, the nurse has left and the hospital has shut down.)

By the end of 2005, nearly 120 hospitals in rural areas have closed because there is no one left to see patients. Former Health Secretary Galvez-Tan fears that if this brain drain does not slow, the Philippine health care system will collapse.

Country Profile

Sources: BBC, Health Services Research, MinorityNurse.com and The New York Times.

In the aftermath of the Spanish-American War of 1898, the Treaty of Paris officially made the Philippines a colony of the United States after 350 years of Spanish rule. And aside from the Japanese occupation of the islands during World War II, the Philippines remained a U.S. commonwealth country until the end of the war in 1946, when the country was granted independence. During this time, English was declared the official language, the education system was set up to mirror that of the U.S. and nurse-training programs with an English-language requirement were created.

The migration of Filipino nurses began in 1948, when the U.S. State Department developed an exchange program to improve international relations. The program allowed many Filipinos to visit the United States for the first time. By the mid-1950s, the Philippines had become the largest exporter of nurses worldwide.

Over the last three decades, Philippine nurses have been recruited in large numbers to fill the nursing shortage in the United States. For American nurses, the difficult work schedules and relative low pay have encouraged many to leave the profession. But what is considered low pay by American standards is at least 10 times as much as Filipinos can earn at home working as a nurse.

On average, government doctors in the Philippines earn \$400 to \$500 a month, whereas in the United States, nurses can pull in upward of \$4,000 a month. American hospitals have also lured Filipino nurses with bonuses in the thousands of dollars. The fact that unemployment in the Philippines is more than 10 percent also contributes to the continued exodus.

Nurses and other Overseas Filipino Workers -- referred to as OFWs -- send \$15 billion in remittances back to the Philippines each year, which amounts to a seventh of the country's Gross Domestic Product (GDP). Approximately 10 percent of the Philippines' 89 million citizens live and work abroad. Last year, 1 million Filipinos left the country, enough to fill six 747s everyday, according to The New York Times. Most of the 3.2 million who have migrated permanently live in the United States, although there are 1 million OFWs in Saudi Arabia.

Approximately 1.3 million are estimated to be working abroad illegally.

In addition to the higher wages, the allure of living in the United States, an idea planted during colonial times, remains strong. And nurses who do go abroad to work are considered heroes because they can support entire families back home in the Philippines. Despite all this and dwindling resources in the medical profession, the Philippine government has done little to slow the trend of doctors and nurses moving overseas. Plus, labor officials refuse to admit that there is a nursing shortage. (They do acknowledge, however, that the country is losing its most skilled nurses.) Still,

government officials are devising a master plan to deter nurses from leaving by requiring graduates of medical and nursing schools to work in Philippine hospitals for at least two years.

But the real cost to the country has been devastating -- the number of Filipinos dying without medical attention has been steadily increasing for the last decade. In 2003, 70 percent of deaths received no attention by a medical professional, a 10 percent increase from ten years prior. And the lack of experienced nurses remaining in the Philippines has left a large question mark over the quality of instruction given to the country's future nurses.

Handout: Spain

A Slowing Economy Tests Spaniards' Views of Immigrants

Once a poor country of emigration itself, Spain has become a magnet for migrants from Africa and elsewhere

By Eduardo Cue

U.S. News and World Report

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<http://www.usnews.com/>

MADRID—Patricia Sánchez stands in front of her flower stand in Madrid's Tirso de Molina Square and speaks about her life as an immigrant in Spain. "My intention was to remain about three to six months and then return, like all immigrants say they will," she explains while showing a customer her roses, daisies, and bonsai plants. Seven years later, she is still here, a naturalized Spanish citizen with a good job that pays her 10 times what she made in her native Colombia. "I liked this country," she says. "I knew that I could never find the peace on the streets of Bogotá that I found here."

Just a few subway stops away, Lamin Danso stands at the entrance to the Church of St. Mary of Mount Carmel in Madrid's wealthy Salamanca neighborhood, begging for money. A native of Gambia in West Africa, Danso has been an illegal immigrant in Spain for five years, unable to work or acquire a work permit. "That's why I beg here," he says, "because I have no papers and I don't want to do something bad."

Sánchez arrived in Madrid by plane from Colombia on a three-month tourist visa when the owner of the travel agency where she worked asked that she accompany her to Spain after the wealthy boss received kidnapping threats. Her Colombian employer, who had businesses in Spain, provided housing and a job. Within three months, Sánchez had her first work permit. Danso entered Spain after a hazardous boat trip from Morocco to the Spanish-governed Canary Islands, 70 miles off the west coast of Morocco. This followed a three-year journey by foot and sometimes bus that took him through Senegal, Mauritania, Mali, Algeria, and Morocco. On the way, he worked as a fisherman, painter, and shoemaker. His only employment in Madrid has been as a temporary house cleaner and dog walker.

Waves of strangers. Sánchez and Danso represent two faces of immigration in Spain—one successful, the other the embryo of impending problems. The country has absorbed more than 3 million foreigners during the past decade, and immigrants now constitute more than 10 percent in a total population of 44 million people. In the process, Spain has become a test of how well a modern European nation can integrate waves of strangers, frequently from radically different cultures. The verdict is still out, but there are signs that trouble lies ahead. "The children of these first-generation immigrants are going to suffer from the politics of nonintegration," warns Kamal Rahmouni, president of the Moroccan Workers and Immigrants Association in Spain.

This comes as a remarkable change for a nation that, just a generation ago, was one of Europe's most homogenous and poor countries. Its successful transition from dictatorship to democracy and the nation's subsequent integration into the European Union transformed it from a country of emigration to a magnet for the poor from South America, eastern Europe, and, more recently, North and sub-Saharan Africa.

Help wanted. With the fastest-growing economy in the 13-member Eurozone in recent years, an aging population, and one of the lowest birthrates in the world, Spain needs laborers willing to do the manual tasks—building houses, picking fruit, serving tables, and taking care of children and the elderly—that native-born Spaniards no longer accept at any price. "Spain cannot afford *not* to have immigrants," says Rosa Yolanda Villavicencio, a Colombian immigrant who as a member of the Madrid region's autonomous parliament is one of only three foreign-born elected officials in Spain. "Its economic structure, economy, and demographics need the foreign workforce."

Indeed, with government programs to help immigrants limited and dispersed among regional authorities, the principal integrating factor has been the red-hot Spanish economy. Growth, fueled largely by the construction industry, averaged 3.1 percent over the past five years, and unemployment plummeted from almost 25 percent in 1994 to 8.6 percent last year. But as the economy cools, especially in the construction and agriculture sectors that employ large numbers of immigrants, there is concern that the relatively painless assimilation by newcomers into Spanish society may be a thing of the past.

Polls show that immigration has become a major concern, with many Spaniards blaming immigrants for crime and other problems. Furthermore, social workers, government officials, and law enforcement officers are casting nervous looks northward to France, where disenfranchised second- and third-generation Muslim immigrant youths took to the streets in nationwide riots more than two years ago. They fear a replay of the same scenario unless Spain can avoid some of France's mistakes, such as creating ghettos where immigrants live apart from mainstream society.

But it may already be too late. "We have been incapable of creating an integration model in Spain," says Emilio Gallego Zuazo, secretary general of the Spanish Federation of the Hotel and Restaurant Industry, which counts more than 20 percent of foreign-born workers among its 1 million-plus members. "It's been a bit *laissez faire*, without planning, structure, or investment. In the long run, this can have important consequences."

These concerns have only grown since the March 11, 2004, Madrid commuter train bombings that killed 191 people and that investigators attributed to the al Qaeda network. Of the 28 men brought to trial in the attack, only nine were Spanish citizens. The subsequent arrest of hundreds of alleged Islamic militants in connection with the bombings or suspected of recruiting fighters for terrorist networks in Iraq and elsewhere further increased apprehension about Arab immigrants. "Muslims are suspected in advance, and we must dedicate every day to proving we are good people," says Rahmouni of the Moroccan workers organization.

Among Spain's immigrants, Moroccans—some 650,000—are the largest group, followed by Romanians and Ecuadoreans, according to government figures. Community leaders claim the large group of Muslim immigrants is integrating easily and say it is willing to give up traditional mores such as polygamy that are illegal under Spanish law. "As long as cultural traditions do not conflict with the law, they should be respected," says Yusuf Fernández, a native Spaniard who converted to Islam and is now president of the Muslim Federation of Spain. "Spanish society must learn to accept diversity. It has to learn to see immigrants through a positive prism. We need to break vicious circles."

Instead, the opposite appears to be happening. Sensing a nascent anti-immigrant movement, the right-wing opposition Popular Party politicized the issue for the first time during the recent parliamentary election campaign. Opposition leader Mariano Rajoy, who was defeated by the incumbent Socialist Prime Minister Luis Rodríguez Zapatero in the March 9 vote, called immigration a serious problem for Spanish society and proposed an "integration contract" calling for the expulsion of immigrants convicted of crimes or who are unable to find a job and support themselves. The pact also called on immigrants to learn Spanish and respect Spanish customs.

That strikes some as political pandering. "We don't know if practicing the siesta, going to bullfights, and eating paella are among the Spanish customs that we must follow," Rahmouni jokes in an interview. "We should talk about the values we share with Europe, not Spanish customs."

The growth of Spain's foreign-born population over the past decade is indeed stunning. Official government figures show that the number of foreigners with residency cards more than doubled over the past four years to almost 4 million, though independent experts put the real number, counting legal and illegal immigrants, at closer to 5 million, or nearly 12 percent of the total population. The increase is in large part due to the legalization in 2005 of over 578,000 illegal immigrants by the socialist government. An additional half-million illegal immigrants were given residency papers during the eight years of the previous conservative government.

Domestic support. The legalizations, though criticized by some European leaders on grounds that such actions encourage further illegal immigration, received widespread domestic support. Advocates say it is impossible to expel 1 million people and point out that taxes paid by migrants are keeping the social security system afloat. "We need to be pragmatic," says Zuazo of the hotel and restaurant employees federation.

If there is a group that is having particular trouble integrating, it is certainly the sub-Saharan Africans from Senegal, Mali, Mauritania, and other countries who arrived in recent years by the tens of thousands in the Canary Islands after a perilous (for some thousands, deadly) sea journey on rickety wooden fishing boats called *pateras*. With the Canary Islands unable to handle the numbers of migrants, the Africans are routinely flown to Spain and given expulsion orders, which they then ignore. Recently, Spain has promised additional economic aid to African countries if they will take back their migrants, who often arrive without any national identity papers.

Africans, including Moroccans, now represent over 21 percent of the foreign population (compared with 30.5 percent for Latin Americans). Lacking knowledge of Spanish and with few skills, they survive as best they can, frequently staying in hostels and eating in dining rooms subsidized by charitable organizations. "I don't know anything about Spain," says Ale Eva, a 19-year-old Nigerian who arrived last December, standing not far from the stall where Patricia Sánchez sells flowers. "I want to work."

The impact of the illegal African immigration can be seen in Lavapiés, once a Jewish neighborhood in Madrid known for its bohemian lifestyle. It has become a global village with more than 80 nationalities represented and new shops selling Arab clothing and new restaurants such as Café Ali Baba. On a recent weekday, some 30 young African men, mobile phones stuck to their ears, stood aimlessly in an open square, warming themselves in the winter midday sun. "We used to go out in the evening to have an aperitif. Now we don't say even hello because we don't know anyone anymore,"

says a Spanish woman who has lived in Lavapiés for 50 years, as she watches the Africans on the square. "Maybe they are good people, better than me, but they don't inspire confidence."

Still, most Spaniards think immigration has helped more than hurt, at least until now. They point out that many immigrants, especially from Latin America, tend to be well educated, speak the language, and come from cultures that prize family, friendship, and solidarity. "I remember those values in Spanish society from many years ago," says Amparo García Estebaranz, who handles immigration issues for the Casa de América, which fosters cultural exchanges between Spain and Latin America. "[They are] values that we have been losing as we become rich."

Poor as he is, Danso, the Gambian beggar, exemplifies those values, too. Whenever he can, he sends 50 or 100 euros home to his family, including a 12-year-old daughter he has not seen in eight years. "I eat, I call my family, I help my family," he says. "And when I get papers, I'll change my situation." But shifting attitudes in Spain may make that change impossible.

Handout: Dubai

Fearful of Restive Foreign Labor, Dubai Eyes Reforms

By Jason DeParle

New York Times

August 6, 2007

<http://www.nytimes.com>

DUBAI, United Arab Emirates — They still wake before dawn in desert dormitories that pack a dozen men or more to a room. They still pour concrete and tie steel rods in temperatures that top 110 degrees. They still spend years away from families in India and Pakistan to earn about \$1 an hour. They remain bonded to employers under terms that critics liken to indentured servitude.

But construction workers, a million strong here and famously mistreated, have won some humble victories.

After several years of unprecedented labor unrest, the government is seeking peace with this army of sweat-stained migrants who make local citizens a minority in their own country and sustain one of the world's great building booms. Regulators here have enforced midday sun breaks, improved health benefits, upgraded living conditions and cracked down on employers brazen enough to stop paying workers at all.

The results form a portrait of halting change in a region synonymous with foreign labor and, for many years, labor abuse.

Many rich countries, including the United States, rely on cheap foreign workers. But no country is as dependent as the United Arab Emirates, where foreigners make up about 85 percent of the population and 99 percent of the private work force. From bankers to barbers, there are 4.5 million foreigners here, compared with 800,000 Emirati citizens, according to the Ministry of Labor. About two-thirds of the foreigners are South Asians, including most of the 1.2 million construction workers.

The labor agitation came as a surprise in this city of glass towers and marble-tiled malls where social harmony is part of the marketing plan and political action can seem all but extinct. But when thousands of migrant construction workers walked off the job last year, blocking traffic and smashing parked cars, it became clear that the nonnatives were restless.

“I’m not saying we don’t have a problem,” said Ali bin Abdulla Al Kaabi, the Emirates’ labor minister, who was appointed by the ruling sheiks to upgrade standards and restore stability. “There is a problem. We’re working to fix it.”

Change here is constrained by rival concerns of the sort that shape the prospects of workers worldwide. Like many countries, only more so, the United Arab Emirates needs the foreign laborers but fears their numbers. The recent focus on the workers’ conditions still leaves them under close watch, segregated from the general population, with no right to unionize and no chance at citizenship.

“We want to protect the minority, which is us,” Mr. Kaabi said.

Among those buffeted by recent events is Sami Yullah, a 24-year-old pipe fitter from Pakistan, who arrived four years ago. Like many workers, he paid nearly a year's salary in illegal recruiter's fees, despite laws here that require employers to bear all the hiring costs. In exchange, he was promised a job building sewer systems at a monthly salary of about \$225, nearly twice what he earned at home.

Mr. Yullah found the work harder and more hazardous than he had expected. Two co-workers were killed on the job, he said, and two others injured, when they fell through a manhole. Conditions at the workers' camp where he lived, rudimentary at best, disintegrated when his employer let the water and electricity lapse. Then a problem even more basic arose: the company stopped paying the workers.

The owner kept saying, 'Wait a minute, I will get some money,' " said Mr. Yullah, who joined about 400 co-workers last year in walking off the job. "He was taking advantage of us."

In a break with past practice, Mr. Kaabi's Labor Ministry backed the workers. Tapping a company bank guarantee, it restored the camp utilities and paid some of the back wages. It barred the company, Industrial and Engineering Enterprises, from hiring more workers, leading it to close its Emirates operation. And it helped workers like Mr. Yullah, who is still owed nearly six months' back pay, find new jobs.

By global standards, punishing a company that does not pay its workers may seem modest, but Mr. Yullah recognized it as something new.

"The company cheated me," he said. "But the labor office is standing with the laborers."

The United Arab Emirates is a rags-to-riches story on a nation-state scale. Until the discovery of oil in the late 1950s, there was little here but Bedouins and sand. To extract the oil and build a modern economy, the rulers imported a multinational labor force that quickly outnumbered native Arabs.

An ethos of tolerance has prevailed, with churches, bars and miniskirts co-existing with burqas. But the construction workers who build hotel rooms that rent for \$1,000 a night and malls that sell shoes for \$1,000 a pair live segregated lives outside of this prosperous, cosmopolitan world.

They rise before dawn in distant camps, work six days a week at guarded sites and return by bus with time to do little but eat or sleep. Their sheer numbers inspire unease. When the film "Syriana" was released here, the government cut a scene of violent labor protest.

Sonapur, a camp a half-hour's drive into the desert from Dubai, houses 50,000 workers and feels like an army base. Two- and three-story concrete-block buildings stretch across the horizon, throngs of South Asian laborers fill the streets and desert dust fills the air. Even at midnight the camp roars. Buses ferry workers to third-shift jobs. Earthmovers work the perimeter, breaking ground for more dorms.

Building skyscrapers is inherently dangerous, especially in the heat. Until the government recently began insisting on summer sun breaks, one Dubai emergency room alone was reporting thousands of heat exhaustion cases each month. In a rare count, Construction Week, a local trade publication, canvassed foreign embassies and estimated that nearly 900 foreign construction workers died in 2004, though it could not say what percentage of the deaths were work-related.

The government does not track job-related injuries and deaths, though it is required by law to do so. Standing on Sonapur's sand-blown streets, some workers count their blessings. "The work here is no problem," said Dinesh Bihar, 30, whose \$150 salary is four times what he made when he left India.

Some workers count their debts. "I was so eager to come to Dubai, I didn't ask questions," said Rajash Manata, who paid placement fees of nearly \$3,800, thinking his salary would be six times higher than it is. "I blame myself."

Some workers simply count the days until they see their families again.

"Three years, four months," said Cipathea Raghu, 37, when asked how long it had been since he had seen his 10-year-old daughter and 12-year-old son. "They're always saying, 'Daddy please, come, when will you come?'" he said.

"Tension, tension," he added, pointing to his heart.

Several years of quickening protests, mostly over unpaid wages, peaked in March 2006, when hundreds of workers went on a rampage near the unfinished Burj Dubai, which is being built as the world's tallest building. Eight months later, Human Rights Watch, a New York-based advocacy group, accused the Emirates of "cheating workers."

For a country courting tourists and investors — and a free trade pact with the United States — the report stung. "If the U.A.E. wants to be a first-class global player, it can't just do it with gold faucets and Rolls-Royces," said Sarah Leah Whitson, the Middle East director for Human Rights Watch. "It needs to bring up its labor standards."

Mr. Kaabi, 39, took office in late 2004, with what he describes as a mandate to do just that, for ethical and practical purposes, a departure from the Labor Ministry's earlier focus on processing employer requests for more foreign hires. "A healthy worker will provide more effective labor — period," he said in an interview.

He created the summer sun breaks, from 12:30 to 3 p.m. He pledged to increase the number of inspectors to 1,000, from roughly 100, though progress has been slow. And he publicly punished companies caught failing to pay their workers.

The most notable action involved the Al Hamed Development and Construction Company, which was run by a well-connected sheik. After hundreds of workers blocked traffic in Dubai, Mr. Kaabi ordered the company to pay nearly \$2 million in fines and temporarily froze the company's ability to hire new workers.

"A beautiful message was sent: everybody follows the rules," Mr. Kaabi said.

Acting separately, the emirate of Abu Dhabi has strengthened health benefits and subsidized what is meant to be a model labor camp. Still much about the workers' lives remains unchanged, including the frequent need to pay high recruiting fees. Mr. Kaabi said that practice was hard to police, since it often occurred in the workers' home countries. Workers remain tied to specific employers and cannot, without permission, change jobs. And unions remain off limits. Mr. Kaabi said allowing unions would give foreign labor bosses a chokehold on the economy.

“God forbid something happens between us and India and they say, ‘Please, we want all our Indians to go home,’ ” he said. “Our airports would shut down, our streets, construction. No. I won’t do this.”

In July, the government ended a four-day strike at a gas processing plant by sending in the armed forces. There continue to be press accounts of worker suicides.

Faced with complaints about low wages and difficult work, Mr. Kaabi repeats a point often made here: Many workers face greater hardships at home for less pay. “We don’t force people to come to this country,” Mr. Kaabi said. “They’re building a whole new life for their families.” Some come from backgrounds so impoverished, he said, “they don’t know how to use the toilet; they will sit and do it on the ground.”

But Ms. Whitson of Human Rights Watch said, “That’s what exploitation is — you take advantage of someone’s desperation.”

Perched bare-chested on his bunk after a day in the sun, Sadiq Batcha, an 18-year veteran of labor camp life, was of two minds about the recent militancy. “People who did strikes were justified to a certain extent,” he said.

At the same time, Mr. Batcha, 40, said his monthly salary of \$250 was more than twice what he could make back home in an Indian fishing village. He had built a house, given his sister a dowry of \$2,500, allowing her to marry, and sent his children to a private, English-speaking school. “If strikes are made legal, the company will lose money, and eventually we’ll lose our jobs,” he said.

Then with his eyes heavy at 9:30 p.m., Mr. Batcha excused himself. An alarm would sound in six hours and he was eager for sleep.

Activity: More or Less*

Taken from Population Connection

*This activity is also part of the activity in the **Population and Demographics** section of this guide titled “Urbanization and Its Effects.”

<i>Objectives</i>	<ul style="list-style-type: none"> • Students conceptualize the possible causes and effects of migration • Students understand the positive and negative effects of migration
<i>Materials</i>	<ul style="list-style-type: none"> • Word List (located on back page) • Construction Paper • Colored Markers • Yarn or Masking Tape • Bulletin board and pins
<i>Students</i>	Any number
<i>Time</i>	25 minutes

Procedure

1. Before class, cut construction paper into 39 3” x 11” strips. Write each word from the Word List (see list on back page) on a paper strip with a colored marker. Then print the word “MORE” on enough paper strips to supply half the class. Make “LESS” cards for the other half of the class in the same fashion.
2. Randomly distribute the cards so that each student has either a “MORE” or a “LESS” card. Then display the other word cards so that all the students can see them. You can lay them out on a table or desk at the front of the room.
3. Begin making a word web (see example on back page) by pinning or taping the words “MORE PEOPLE” on the board. Ask the students, “If there are more people, what else might we have more or less of?”
4. Invite a student to pick a card to make another phrase that would logically follow “MORE PEOPLE,” such as “MORE CARS.” Have the student pin these two words to the board. Use strips of masking tape or lengths of yarn to “connect” the two phrases. If cards are taped to a chalkboard, draw arrows between them to show cause-and-effect. Make sure the students understand the difference between having more and needing more. Have them explain the connection to the class.
5. Then invite other students, one by one, to pick word cards to complete logical statements. Example: “MORE CARS” (mean) “LESS OIL” (available). See how many phrases can be logically linked to the first phrase. Or see how many phrases can be linked to other phrases.

Extension Activity (optional)

Have students cut pictures from magazines to help illustrate the words, phrases and relationships. Are all the relationships as clear-cut as they are stated? For instance, must more factories mean more noise, more pollution, or more jobs? Do more houses always mean less wildlife habitat or more human habitat? Under what circumstances would the relationships change?

Word List

- | | | | |
|------------|----------|--------------------|----------------|
| People | Money | Roads | Trees |
| Pollution | Land | Noise | Shopping Malls |
| Clean Air | Garbage | Fish | Gasoline |
| Illnesses | Minerals | Endangered Species | Factories |
| Inventions | Wars | Water | Accidents |
| Hospitals | Soil | Houses | Laws |
| Injuries | Deaths | Freedom | Weddings |
| Food | Jobs | Drought | Robberies |
| Births | Cars | Schools | Birds |
| Habitat | Oil | Boats | |

Example Word Web

