



Understanding Migration

Curriculum Resources for the Classroom
Revised Edition



Hemispheres is a partnership of:

Center for European Studies
Teresa Lozano Long Institute of Latin American Studies
Center for Middle Eastern Studies
Center for Russian, East European & Eurasian Studies
South Asia Institute

in the College of Liberal Arts
at the University of Texas at Austin



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Introduction

Why do people move? Simple as it may seem, this question raises complex questions about the causes of individual versus large-scale migration as well as the global effects of migration. This curriculum unit was conceived in response to numerous requests from educators concerning the discussion of issues related to human migration in the social studies classroom. Our goal was to present this fluid and nebulous concept in an easy-to-follow manner, with clear lesson objectives and outcomes.

Given our own strength as content providers for world studies courses (in Texas, this consists of the 6th grade Contemporary World Cultures course, 9th grade World Geography course, and 10th grade World History course, in addition to AP-level courses and other electives), we chose to address these essential questions by using a case-study approach looking at the phenomenon of migration in a global context.

The unit is aligned to middle and high school standards (Texas Essential Knowledge and Skills, as well as National Geography Standards) and so the activities have been designed for Grades 6–12, although some suggestions for use at lower levels are included below.

In 2011, following the revision of the Texas Essential Knowledge and Skills (TEKS—the state-mandated educational standards) for social studies, we created the revised edition of this unit. It incorporates feedback from field testers and educators who have offered constructive comments on the unit since its first publication. We hope that this unit, which has been used in classrooms nationwide, will be even more useful in this revised edition.

We welcome any feedback or comments you may have.

How to use this unit effectively in the classroom

The unit allows maximum flexibility on the part of the classroom teacher: modular in design, any section (or case study within a section) can be used individually or in combination with other sections. Based on previous coverage of the topic and the academic level of your students, you may incorporate as many or as few activities as support your learning goals. We encourage you to familiarize yourself with the entire unit so as to select the activities/topics that best suit your needs.

Section Overview

Section 1

A brief PowerPoint introduction to migration theory incorporates key vocabulary (e.g., push-pull factors) and real world examples. The original document can be downloaded from the Hemispheres website at: <http://www.utexas.edu/cola/orgs/hemispheres/>.

Section 2: Introductory Activities

Once students have a basic understanding of the forces that affect migration, we offer two classroom activities to generate a general discussion. Although these activities are intended to be used before Sections 3 or 4, they can also be used individually (or not at all). They should be implemented insofar as they facilitate learning goals and enrich your students' understanding of migration. **Student Activity 1** examines migration trends in your community through a series of interviews. This activity can easily be modified for use at the elementary level, by either interviewing one person as a class or using a story or video; you can discuss migration stories without conducting the spectrum graph activity. **Student Activity 2** examines film, asking students to think critically about the film and plot elements relating to migration. Since most films dealing with this topic are for more mature audiences, we suggest using this activity at the high school level. There are some films, such as the animated picture *An American Tail*, that could be used with younger audiences.

Section 3: Using T-Charts and Writing Prompts to Explore Migration

Intended for a middle school audience, the T-chart case studies may also be used with older students in place of the advocate/decision-making activity. The five topics, which are simplified versions of real world issues from Section 4, include background information for the teacher, short readings for students, and four variations of an analysis activity.

For a high school audience, a writing prompt is provided in the instructions as Variation 4 to use the documents in the T-chart case studies to write a DBQ essay. A grading rubric for the essay can be found on page 68.

Section 4: Using an Advocate/Decision-Making Activity to Discuss Migration

This “controlled debate” activity requires students to argue one side of a real migration issue. Two to three pages of essential reading are included for each topic; supplemental materials are provided if time allows or if you feel that the issue needs additional coverage. We have made a conscious effort to use as many primary document sources as possible in order to help build critical reading and interpretation skills; reading levels vary according to the documents selected.

A writing prompt is provided in the instructions (p. 65) to use the documents provided in each case study to write a persuasive DBQ essay. The essay exercise can be done as an assessment piece for the Advocate/Decision-Making Activity. A grading rubric for the essay can be found on page 68.

Appendix: Glossary of Terms

We have provided a list of terms defined in footnotes in the glossary for handy reference.

Additional Resources

Each case study in Section 4 also includes a list of Web and print resources for learning more about the topic it covers. *ABC-CLIO*, *History Alive!*, and other content providers may have additional materials that will help facilitate the coverage of migration in your classroom.

We hope you find this unit useful and that you feel free to select and modify activities as they fit your classroom needs.

**THIS CURRICULUM UNIT ADDRESSES THE FOLLOWING STANDARDS
IN THE TEXAS ESSENTIAL KNOWLEDGE & SKILLS (TEKS), 2010 REVISION:**

113.18 Social Studies, Grade 6

GEOGRAPHY

4) The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations.

The student is expected to:

- B) identify and explain the geographic factors responsible for patterns of population in places and regions;
- C) explain ways in which human migration influences the character of places and regions.

ECONOMICS

8) The student understands the factors of production in a society's economy.

The student is expected to:

- A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;
- B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply; and
- C) explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.

HISTORY

1) The student understands that historical events influence contemporary events.

The student is expected to:

- A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and
- B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.

SOCIAL STUDIES SKILLS

21) The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.

The student is expected to:

- A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures;
- B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- D) identify different points of view about an issue or current topic;
- E) identify the elements of frame of reference that influenced participants in an event.

113.33 World History Studies

CULTURE

18) The student understands the ways in which cultures change and maintain continuity.

The student is expected to:

A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion.

GEOGRAPHY

7) The student understands the growth, distribution, movement, and characteristics of world population.

The student is expected to:

B) explain the political, economic, social, and environmental factors that contribute to human migration such as how national and international migrations are shaped by push-and-pull factors and how physical geography affects the routes, flows, and destinations of migration.

HISTORY

13) The student understands the impact of major events associated with the Cold War and independence movements.

The student is expected to:

F) explain how Arab rejection of the State of Israel has led to ongoing conflict.

SOCIAL STUDIES SKILLS

31) The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

The student is expected to:

A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

113.34 World Geography Studies

HISTORY

1) The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present.

The student is expected to:

A) analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today.

GEOGRAPHY

7) The student understands the growth, distribution, movement, and characteristics of world population.

The student is expected to:

B) explain the political, economic, social, and environmental factors that contribute to human migration such as how national and international migrations are shaped by push-and-pull factors and how physical geography affects the routes, flows, and destinations of migration.

8) The student understands how people, places, and environments are connected and interdependent.

The student is expected to:

A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;

- B) describe the interaction between humans and the physical environment and analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes; and
- C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.

GOVERNMENT

- 14) The student understands the processes that influence political divisions, relationships, and policies.

The student is expected to:

- C) analyze the human and physical factors that influence the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations such as China, the United States, Japan, and Russia and organized nation groups such as the United Nations (UN) and the European Union (EU).

CITIZENSHIP

- 15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels.

The student is expected to:

- A) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels; and
- B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.

SOCIAL STUDIES SKILLS

- 31) The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

The student is expected to:

- A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
- B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

THIS UNIT ALSO ADDRESSES THE FOLLOWING NATIONAL GEOGRAPHY STANDARDS:

Standard 9, Human Systems: The characteristics, distribution, and migration of human populations on Earth's surface.

GRADES 5–8

By the end of the eighth grade, the student knows and understands:

- 3. the types and historical patterns of human migration and;
- 4. the effects of migration on the characteristics of places.

GRADES 9–12

By the end of the twelfth grade, the student knows and understands:

- 1. trends in world population numbers and patterns and;
- 2. the impact of human migration on physical and human systems.

Student Activity: Migration Advocate/Decision-Making Activity

Advocate/decision-making activities allow for complete class involvement. Unlike class debates, which are usually dominated by a few of the most vocal students, the advocate/decision-making activity works well because each student is accountable for a role. Every student is either a debater (“advocate”) or a judge (“decision-maker”). The exercise sets up clear points of disagreement, and the competition to persuade the decision-maker enhances student motivation. In addition, such activities can be used with a large variety of historical and contemporary social studies problems and issues.

This activity revolves around a complex historical or contemporary migration issue that is presented to the students. It is presented in the form of a “should” question, allowing participants to examine reasons for support or opposition of the issue under discussion. Case studies for use with this activity can be found beginning on page 70.

Time Needed:

Two class periods of 45 minutes–1 hour each or one 90-minute class period will be sufficient for steps 3–5, assuming that:

- class preparation (step 1) is done outside of this time frame (this will require approximately 10–15 minutes to assign roles, distribute worksheets and readings, and to explain the first steps of the activity);
- individual preparation (step 2) is assigned as homework; and
- group preparation (step 3), confrontation (step 4), and de-briefing (step 5) are done in class.

We recommend a minimum of 30 additional minutes if individual preparation (step 2) is assigned as an in-class activity.

Supplies for this activity:

- the *Advocate’s Worksheet* (p. 66)
- the *Decision-Maker’s Worksheet* (p. 67)
- copies of the 2-4 page brief from any of the case studies that follow in this section, beginning on p. 70

Conducting the activity:

There are five steps in this activity, and an optional sixth step for assessment. It is also possible to do the assessment activity—writing a persuasive essay—without doing the advocate/decision-making activity. Begin by selecting the question(s) your class will debate.

Step 1: Class preparation:

Divide the students into 3 groups and assign each group one of the following roles: 1) advocates in favor, 2) advocates in opposition, and 3) decision-makers. The groups should be equal in size. When the class number is not divisible by 3, make the one or two extra students decision-makers.

Step 2: Individual preparation:

During this phase, the students should quietly read their background documentation. Each case study contains a brief that all students should read. Supplemental readings follow, which may be assigned as extra credit or as homework. While reading, each student should complete the appropriate worksheet.

Advocates prepare their arguments by finding relevant evidence in the text that supports their position, using the worksheet on page 66. Decision-makers prepare questions to ask the advocates and consider what the main arguments on each side are likely to be, completing the first section of the worksheet on page 67.

Alternately, you may choose to assign roles to students after they have done the reading and note-taking, requiring all students to examine all sides of the issue and prepare an argument for both sides.

Step 3: Group preparation:

Have your students come together in groups according to the roles they have been assigned: advocates in favor will meet with the other advocates in favor, advocates in opposition with their counterparts, and decision-makers with the other decision-makers.

In each group, students should share the information gathered during individual preparation, and the arguments they have prepared. The advocates should decide the best arguments for their perspective, while decision-makers should analyze both perspectives, deciding the best questions to ask.

Step 4: Confrontation:

Re-group your students into small groups of 3, consisting of one advocate from each side and a decision-maker. (If your class is not divisible by 3, there will be one or two groups with an extra decision-maker.)

For the first ten minutes, advocates in favor are allowed to present their argument to the decision-maker, who may ask questions. During this period, the advocates in opposition may only listen and take notes.

For the next ten minutes, advocates in opposition have their chance to present their argument, while their opponent may only listen and take notes.

For the final 10–15 minute period, the advocates may debate the issue, presenting rebuttals or challenges to the argument presented, and the decision-maker may further question both advocates.

At the end of this period, the decision-maker should complete his or her worksheet, revealing their decision and the reasons for it.

Step 5: De-briefing:

Individual decision-makers should stand before the class and summarize the debate process for their group, discussing which arguments were most persuasive and most supportable. They should end by announcing their decision and the reasons for it.

Arguments and decisions may also be reviewed in terms of values. A homework assignment, for all participants, could include an essay examining values: What values underlay the positions and statements? Where did the values conflict? What values did the decision-makers demonstrate?

Assessment (optional):

The assessment piece is a DBQ activity that uses the documents in each case study and the following essay prompt: *Read the introduction and the documents provided. Identify the push and pull factors given in the documents. Consider the overall issue. Are the causes economic, social, political, or environmental (or more than one of these) in nature?*

Write a persuasive essay in which you describe the issue presented. Be sure to identify the major push and pull factors, their causes, and the potential effects they may have on the migrants, the place they are planning to leave, and the place to which they are planning to migrate. Cite specific passages and examples from the documents to support your answer. Remember to consider the perspective of the authors of each document. Finally, explain which argument you find more persuasive, based on the factors you have described above. Justify your decision citing information from the documents, or from additional research.

A grading rubric may be found on page 68.

THIS ACTIVITY WAS ORIGINALLY DEVELOPED BY JOHN ROSSI OF THE SCHOOL OF EDUCATION, VIRGINIA COMMONWEALTH UNIVERSITY. THIS ADAPTATION BY HEMISPHERES, THE UNIVERSITY OF TEXAS AT AUSTIN, IS BASED ON A REVISED VERSION USED BY THE EDUCATION PROGRAM OF THE UNITED STATES INSTITUTE OF PEACE.

ADVOCATE'S WORKSHEET

Name: _____ Date: _____ Class: _____

My **position** on the issue is that _____

1. One **reason** to support the position is _____

One **piece of evidence** that backs up this reason is _____

2. A second **reason** to support the position is _____

One **piece of evidence** that backs up this reason is _____

3. A third **reason** to support the position is _____

One **piece of evidence** that backs up this reason is _____

4. The **opponents** of this position might say _____

I would **reply to their reason** by saying _____

DECISION-MAKER'S WORKSHEET

Name: _____ Date: _____ Class: _____

I. List the questions you will ask the advocates when they try to persuade you. Ask challenging questions that show what you already know about the issue. Make sure your set of questions is balanced and does not show favoritism for one side.

1. _____
2. _____
3. _____
4. _____
5. _____

II. On the back of this sheet, list the reasons given by each advocate when they attempt to persuade you. Divide the reasons into two columns, as shown here:

REASONS FOR

REASONS AGAINST

III. Before making a decision, think about these questions:

1. Is the reason relevant?
2. Is the reason supported by evidence?
3. What reasons presented by one advocate went unchallenged by the other advocate?
4. What contrary evidence was presented?
5. How unbiased are the sources?

IV. After evaluating the reasons and evidence presented by both advocates, I have decided that:

V. The reasons and/or evidence that most influenced my decision, in order of importance, are:

1. _____
2. _____
3. _____
4. _____

Essay Grading Rubric

Essay : Understanding Migration

Teacher Name: _____

Student Name: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

Should people in India move from rural areas to the city to find work?

Like other parts of South Asia, India is experiencing an explosion of rural-to-urban migration. Pressures on agricultural land and the hope for a better life are motivating the rural poor to seek employment in the country's sprawling cities. Many rural households now have members who have migrated to cities for work and these urban migrants often contribute the majority of the household's income.

Read the following documents to support your position in the Advocate/Decision-Making Activity. Think about the different factors that would motivate you to leave your village to find work in a city and the problems that you might face in doing so.

Reading 1: Library of Congress Country Study: India "Urban Life: The Growth of Cities"

Accelerating urbanization is powerfully affecting the transformation of Indian society. Slightly more than 26 percent of the country's population is urban, and in 1991 more than half of urban dwellers lived in 299 urban agglomerates or cities of more than 100,000 people. By 1991 India had twenty-four cities with populations of at least 1 million. In that year, among cities of the world, Bombay ranked seventh in the world at 12.6 million, and Calcutta ranked eighth at almost 11 million. About half of these increases are the result of rural-urban migration, as villagers seek better lives for themselves in the cities.

Most Indian cities are very densely populated. New Delhi, for example, had 6,352 people per square kilometer in 1991. Congestion, noise, traffic jams, air pollution, and major shortages of key necessities characterize urban life. Every major city in India faces the same proliferating problems of grossly inadequate housing, transportation, sewerage, electric power, water supplies, schools, and hospitals. Slums and jumbles of pavement dwellers' lean-tos constantly multiply. An increasing number of trucks, buses, cars, three-wheel auto-rickshaws, motorcycles, and motor-scooters, all spewing uncontrolled fumes, surge in sometimes haphazard patterns over city streets jammed with jaywalking pedestrians, cattle, and goats. Accident rates are high (India's fatality rate from road accidents, the most common cause of accidental death, is said to be twenty times higher than United States rates), and it is a daily occurrence for a city dweller to witness a crash or the running down of a pedestrian. In 1984 the citizens of Bhopal suffered the nightmare of India's largest industrial accident, when poisonous gas leaking from a Union Carbide plant killed and injured thousands of city dwellers. Less spectacularly, on a daily basis, uncontrolled pollutants from factories all over India damage the urban environments in which millions live.

Finding employment in the urban setting can be extremely challenging, and, whenever possible, networks of relatives and friends are used to help seek jobs. Millions of Indians are unemployed or underemployed. Ingenuity and tenacity are the hallmarks of urban workers, who carry out a remarkable multitude of tasks and sell an incredible variety of foods, trinkets, and services, all under difficult conditions. Many of the urban poor are migrant laborers.

For nearly everyone within the highly challenging urban environment, ties to family and kin remain crucial to prosperity. Even in the harshest urban conditions, families show remarkable resilience. Neighborhoods, too, take on importance, and neighbors from various backgrounds develop cooperative ties with one another. Neighborhood solidarity is expressed at such annual Hindu festivals as Ganesh's Birthday (Ganesh Chaturthi) in Bombay and Durga Puja in Calcutta, when neighborhood associations create elaborate images of the deities and take them out in grand processions.

SOURCE: LIBRARY OF CONGRESS, "INDIA COUNTRY STUDY," SEPTEMBER 1995. [HTTP://LCWEB2.LOC.GOV/CGI-BIN/QUERY/R?FRD/CSTDY:@FIELD%28DOCID+IN0094%29](http://lcweb2.loc.gov/cgi-bin/query/r?FRD/CSTDY:@FIELD%28DOCID+IN0094%29). (ACCESSED OCTOBER 13, 2011).

Reading 2: “An Overview of Migration in India, Its Impacts and Key Issues”

In India internal mobility is critical to the livelihoods of many people, especially for people from resource-poor areas. In some regions of India, three out of four households include a migrant. In one district in West Bengal, the number of seasonal migrants exceeds 500,000.

Industrialization has widened the gap between rural and urban areas, prompting the workforce to move to industrializing areas. In developing countries such as India, the workforce shift has been dominated by an expansion of the “informal” sector. Seasonal workers are mostly absorbed into the informal sector of the economy.

In 2001, India’s population exceeded 1 billion. Between 1951 and 2001, the proportion of the population living in urban areas rose from 17.3% to 32.8%. The ratio between the highest to lowest state per capita income increased from 2.6 in 1980–83 to 3.5 in 1997–2000. It is estimated that 26.1% of India’s population lives below the poverty line.

Generally, India’s poor are illiterate and belong to low socioeconomic status groups. Recent studies have shown that migration is an important economic strategy for poor households in several regions of India. Migration in India is predominately short distance, around 60% of migrants changing their residence within their home district. The primary motivation for migration is influenced by the conditions of the labor market. Of the 27.4% who changed place of residence in 1991, 8.8% moved for employment reasons.

For temporary migrants, agriculture, seasonal industries and informal sector work in urban areas are the most popular reasons for migration. Short duration migration constituted 2.1% of rural employed persons and 1.3% of urban employed persons. Casual labor formed 3.1% and 1.5% of the informal labor force in rural and urban areas respectively.

The National Commission of Rural Labor concluded that uneven development was the root cause of seasonal migration. Workers could be locked into a debt-migration cycle where earnings from migration are used to repay debts at home which in turn makes migration an economic necessity. For example, in the rice belt of West Bengal, the difference in wages between source and destination are the main reasons for migration.

Migrant laborers are exposed to large uncertainties in the potential job market. The poorer migrants trade their freedom of making individual contracts with employers for the possibility of securing advances and employment from contractors. Migrants work long and odd hours. Payments are often not made on time with piece rate payment predominating. Although this provides greater flexibility to the employer, migrants may prefer these wage systems and they can maximize the return on a per day basis, thereby raising the possibility of saving part of their wages.

Migrant workers, whether urban or rural, live in deplorable conditions. Most live in open spaces or makeshift shelters. Slum dwellers, who are mostly migrants, live with inadequate water and bad drainage. Food costs more for migrant workers who are not able to obtain temporary ration cards. Migrants cannot access various health care programs due to their temporary status. Free public health care is not available to them.

SOURCE: RAVI SRIVASTAVA, “AN OVERVIEW OF MIGRATION IN INDIA, ITS IMPACTS AND KEY ISSUES,” IN *MIGRATION DEVELOPMENT PRO-POOR POLICY CHOICES IN ASIA*. 2003. (PERMISSION PENDING.)

Chart 2: Urban Profile of India, 2002



Making Cities Work

INDIA

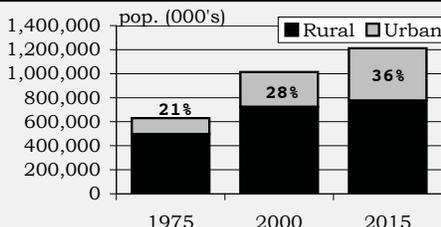
Capital: Delhi (2001 Census)
 Largest City: Mumbai 16,368,084
 2nd Largest City: Calcutta 13,216,546



Urban Profile

Urban Population

288,283,000 lived in urban areas in 2000.



Annual Growth Rates (2000-2015)
 Urban 2.7%
 Rural 0.5%

City Sizes	# of cities
10 million +	3
5-9.99 m	3
2.5 - 4.99 m	4
.75-2.49 m	33
.10-.749 m	194

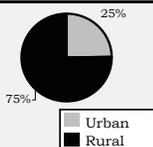
Urban Migration Trends

Traditional rural-urban migration exists in India as villagers seek to improve opportunities and lifestyles. In 1991, 39 million people migrated in rural-urban patterns of which 54% were female. Caste and tribe systems complicate these population movements. Seasonal urban migration is also evident throughout India in cities like Surat where many migrants move into the city during periods of hardship and return to their native villages for events such as the harvest.

Urban Poverty

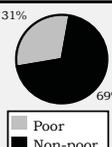
87,926,315 urban dwellers were below the poverty level.

POVERTY IN INDIA



25% of the country's poor live in urban areas.

URBAN POVERTY



31% of the urban population is poor.

Income Inequality

(wealthiest 20% divided by poorest 20%)
 Nation ('95) 5.7
 Mumbai ('93) 6.7
 Delhi ('93) 11.4

Economy & Employment

(Country) Sector	GDP (2000)	Employment (1990)
Agriculture	25%	64%
Industrial	24%	16%
Services	51%	20%

UNEMPLOYMENT

National	n/a
Delhi	5.7%
Bangalore	10.0%
Bombay	3.0%

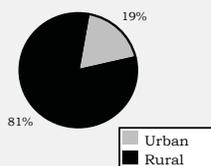
UNEMPLOYMENT. More than 90% of the labor force is employed in the unorganized sector, which lack social security and other benefits. In urban India, contract and sub-contract as well as migratory agricultural laborers make up most of the unorganized labor force. Data confirm the much higher rates of unemployment among the youth, particularly in urban areas.

Decentralization

Sample Urban Area: Delhi, pop. 12.8 million (2001)		(UNCHS - HABITAT, 1998)	
Able to set none of local tax levels	Able to choose none contractors for projects		
Able to set none of user charges	Funds transfer is not known in advance		
Able to borrow none of funds	Central government cannot remove local govt. officials		

Infrastructure & Basic Services

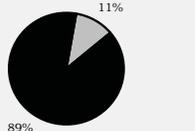
23,062,640 urban dwellers lack water supply.



19% of people without water supply live in urban areas.

Population without Water Supply in 2000	
(000's)	% of rel. pop.
Urban 23,063	8%
Rural 101,553	14%
Total 124,616	12%

77,836,410 urban dwellers lack sanitation coverage.



11% of people without sanitation coverage live in urban areas.

Pop. without Sanitation Coverage in 2000	
(000's)	% of rel. pop.
Urban 77,836	27%
Rural 623,826	86%
Total 701,662	69%

Health

First and Second Quintile of Income Distribution

	Urban Poorest	Rural Poorest	Urban Poor	Rural Poor	National Average
Under 5 yrs.-old. mortality rate (per 1,000 births, 1998)	143.6	155.0	141.6	153.8	118.8
Children severely underweight (under 3 yrs.-old)	30.9%	29.0%	32.4%	25.9%	21.2%

Crime

India's crime rate is still low by Western standards. The New Delhi area (pop. 10.5 million) is widely described as the country's "murder capital," even though it had a relatively modest total of 500 homicides in 1994, compared with 1,607 for New York City (pop. 8 million). But the murder rate for Indian cities is rising steadily. Also, approximately 40-50% of Indian women in urban slum areas reported incidences of physical domestic violence according to a survey by the International Center for Research of Women in 2000.

Supplemental Reading 1

India is a part of the global trend towards increasing urbanisation in which more than half of the world's population is living in cities and towns. 27.8 percent of India's population (285 million) lives in urban areas as per the 2001 census.

It is important to note that the contribution of the urban sector to GDP is currently expected to be in the range of 50–60 percent. Cities hold tremendous potential as engines of economic and social development, creating jobs and generating wealth through economies of scale. National economic growth and poverty reduction efforts will be increasingly determined by the productivity of these cities and towns.

Table A 14

Stream and Volume of Internal Migration, 1991 (All Duration of Residence)						
Last Residence Elsewhere in India	Total Migrants (in '000)			Percentage		
	Total	Male	Female	Total	Male	Female
Rural-rural	145,045	26,452	118,593	100.00	18.24	81.76
Rural-urban	39,910	18,237	21,673	100.00	45.70	54.30
Urban-rural	13,479	4,547	8,932	100.00	33.74	66.26
Urban-urban	26,420	11,530	14,890	100.00	43.64	56.36
<i>Note:</i>						
1	<i>The figures do not include the data for Jammu & Kashmir</i>					
2	<i>Place of last residence unclassifiable as 'Rural' or 'Urban' is included in 'Total'.</i>					
Source:	Census of India, 1991, <i>Migration Tables, Vol.II, Part-I</i> , Office of the RGI & Census Commissioner, GOI, New Delhi.					

SOURCE: MINISTRY OF URBAN DEVELOPMENT AND POVERTY ALLEVIATION, NEW DELHI. [HTTP://URBANINDIA.NIC.IN/MUD-FINAL-SITE/INDEX_FINAL_FLASH.HTM](http://urbanindia.nic.in/mud-final-site/index_final_flash.htm). (PERMISSION PENDING.)

Supplemental Reading 2: “Money Talks ... and Walks”

March 2004—Orissa has a long history of supplying substantial numbers of migrant workers to various parts of India, including the economically important pockets of Mumbai, Calcutta, and Gujarat. Rough estimates put the figure of migrant Oriya labourers in Gujarat at about 800,000. Of this number, about 80 per cent work in the power loom and diamond polishing businesses in and around Surat. The remaining are spread across the state, working in various factories including plastics, textiles, salt manufacturing, pharmaceuticals, brick manufacturing, and fertilisers.

Orissa has been a source for such migration for more than a half century. Some important reasons are frequent cyclones and natural calamities in the state, a substantial reduction in the availability of forest produce, and the lack of employment opportunities, all resulting in heavy indebtedness amongst its people. To cope, the poor, mainly from the drought-affected parts of western Orissa, temporarily migrate to other districts and states. They come back during the monsoons to plant the kharif crop, and later to harvest it. Migration is more permanent among people from places like Khurda, Nayagarh, and Ganjam. These migrants are generally better off economically, with some education. They migrate to other states mainly in search of better employment opportunities, and not so much because of a vulnerability to drought or famine, like people in western Orissa.

Among the many problems that migrant workers face, a crucial one is the limited scope to save their earnings, which are temporary in nature. When workers do not have any work, they have to return to their homes for money. In the villages, their dependents (wives or mothers) opt for conventional methods of saving when there is some money (purchasing land, jewelry, and cash). They cannot address emergency situations. This creates further indebtedness and migration, and the vicious circle continues. Since there is no support system available, the bargaining power of the migrant workers is negligible and they are compelled to work at low wages. It has come out in discussions with migrant workers that most of them return permanently to their places of origin after 10 or 15 years, without any savings, and their poverty persists generation after generation. Though at their place of work, workers may earn reasonable wages, they tend to squander their earnings due to the lack of avenues for saving to families.

SOURCE: B. V. NARASIMHAM, “MONEY TALKS ... AND WALKS,” *INDIA TOGETHER*, MARCH 2004. (REPRINTED WITH PERMISSION.)

Supplemental Reading 3: Jobless Growth**Trends in India**

This incident (ethnic violence directed at migrant workers) can be interpreted as a symptom of a larger malaise. The root of the problem is 'jobless growth' in the Indian economy—that is, despite an acceleration in the growth rate in India; the pace of creation of work opportunities has not kept pace with the growing requirement. In the post-liberalisation period, unemployment on a Current Daily Status basis rose from 6.0 percent in 1993–94 to 7.3 percent in 1999–2000 resulting in an additional 27 million job seekers. The most disturbing fact is that of these, 74 percent are in the rural areas and 60 percent among them are educated.

There is substantial decline in employment elasticity (e.g., increase in employment for every unit rise in GDP) in almost all the major productive sectors, except for transport and finance. In agriculture, the employment elasticity has dropped to near zero. The reason for the phenomenon of jobless growth could be that growth in India has essentially been capital intensive. Further, the public sector is in the process of shedding excess labour in the name of downsizing for meeting the efficiency challenges of market competition.

Regional imbalances

This trend of rising unemployment is compounded by the existence of regional imbalances in development within the country, which have collectively accelerated the phenomenon of migration. Variation in economic development across regions is a primary motive for migration to greener pastures. The rural poor are concentrated in eastern India, and in the rainfall-dependant parts of central and western India, which continue to have low agricultural productivity, while the bulk of the jobs are being created in western and southern India.

This increase in migration is essentially due to regional differences in the population pressure on land, inequality of infrastructure, industrial development, and modernization of agriculture. In particular, the developed areas have increased demand for labour during specific seasonal activities, especially sowing and harvesting in the case of agricultural activities. As this demand often supersedes the availability of local labour, these developed regions offer a higher wage rate and/or greater number of days of employment.

SOURCE: SWATI NARAYAN, *INDIA TOGETHER*, MARCH 2004. (REPRINTED WITH PERMISSION.)

About Hemispheres

Hemispheres, the international outreach consortium at the University of Texas at Austin, utilizes University resources to promote and assist with world studies for K-12 and postsecondary schools, businesses, community groups, and the general public.

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