



MODULE 1: Migration, Remittances and Development in the Philippines

LESSON 3 TITLE: How Do Remittances Affect the GDP?

GRADE/SUBJECT: Grade 8 Geography

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Activity Overview

This is the third of three lessons that explore the linkages between migration to Canada and quality of life and development in the Philippines. It allows students to think about the connection between a family's migration and the much larger global processes that such experiences are a part of. In this class, students will 'scale up' the individual experiences of migration (discussed in the previous two classes) by considering how the money sent back by migrants ("remittances") impacts overall quality of life and development in the country of origin. Students will create a line graph to show the amount of remittances Canada, Mexico and the Philippines have received over time, analyzing and predicting the reasons behind this. They will then use a scatter plot to graph the percent of GDP (gross domestic product) from remittances received by a range of countries, along with their GDP per capita. From this exercise they will draw conclusions about which countries rely heavily upon remittances for their development.

Overall Expectation(s):

- B1. analyse some interrelationships among factors that contribute to global inequalities, with a focus on inequalities in quality of life, and assess various responses to these inequalities;
- B2. use the geographic inquiry process to investigate issues related to global development and quality of life from a geographic perspective;
- B3. demonstrate an understanding of significant patterns in and factors affecting economic development and quality of life in different regions of the world.

Specific Expectation(s):

- B1.1 analyse some interrelationships among factors that can contribute to quality of life;
- B2.2 gather and organize data and information from a variety of sources and using various technologies to investigate issues related to global development and quality of life from a geographic perspective;
- B2.4 interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies;
- B2.6 communicate the results of their inquiries using appropriate vocabulary;
- B3.3 demonstrate the ability to analyse and construct scatter graphs, both on paper and using a graphing program, when studying global

Catholic Graduate Expectation(s):

Guiding Question:

How do we engage and deepen our understanding of local and global Catholic citizenship?

A Discerning Believer Formed in the Catholic Faith Community who:

CGE1d -develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

An Effective Communicator who:

CGE2b -reads, understands and uses written materials effectively;

A Reflective and Creative Thinker who:

CGE3f -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;

A Self-Directed, Responsible, Lifelong Learner who:

CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;

A Collaborative Contributor who:

CGE5a -works effectively as an interdependent team member;

A Caring Family Member who:

CGE6c -values and honours the important role of the family in society;

A Responsible Citizen who:

CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures.

Evidence of Learning (Assessment and Evaluation Plan):

- Prior Knowledge: understanding of “remittances” and “Gross Domestic Product” (GDP) is required. See Teacher Notes below for definitions
- discussion, observations
- “Assessment Look-Fors: Module 1, Lesson 3: Are remittances good for economic development in the country where migrants’ come from?” (BLM.GEO8.3.4).

Teaching/Learning Strategies

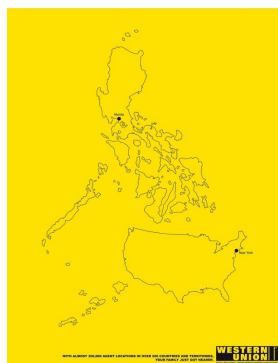


FIG. 1.1, 1.2 & 1.3:
Western Union Ads

Assessment of Prior Knowledge [10 mins]

Use the Powerpoint Presentation “Migration, Remittances and Development in the Philippines: How Do Remittances Affect the GDP?” found here:

<https://www.slideshare.net/PASSOC/how-do-remittances-affect-gdp> Remember to download it and play it from your computer to ensure that you have the full effects and presentations notes. Review the concept of “remittances” based on prior learning from previous two lessons. Using the slide presentation, show students the Western Union Ads. Explain that Western Union is a company that facilitates remittances. **Ask:** What do these ads tell us about remittances? Have students brainstorm with their elbow partner for 3 minutes and then solicit responses from the class.

Possible responses:

FIG. 1.1: Imaginary map shows that the US and Philippines are closely connected through the services provided by a company like Western Union, namely, remittances. Remittances from developed countries (like Canada and the US) to developing countries (like Mexico and the Philippines) improve the overall quality of life of people in these countries, demonstrating how those who have migrated out and remit money back impact those left behind in their countries of origin.

FIG. 1.2 & 1.3: These ads show that remittances are used for health care and education. In Canada, quality health care and education are largely publicly-funded and accessible, while in the Philippines, private funds are required to gain greater access to these services at a higher standard.

These ads also illustrate how there is a whole industry developed around remittances. Remittances are big business: There are approximately 500 000 Filipino immigrants in Canada. Among them, \$2 Billion (US) is remitted annually!

Minds On [3 mins]

Explain to students that In the previous two lessons, we looked at the costs and benefits of remittances at the individual scale. In other words, we considered how remittances affected the quality of life of the people and communities receiving them. Emphasize to the students the conceptual shift in scale that this lesson brings: first, students learned about impacts of migration on a personal level from the film *Balikbayans* (2015), but now, in this lesson, we will be ‘*scaling up*’, or in other words, considering the national impacts of remittances and how they affect the overall quality of life and development in the country of origin.

Action [40 min]

1. Hand out the table of data “Remittances and their Impact on GDP” (BLM.GEO8.3.1) and have the students create a **line graph** showing the amount of remittances Canada, Mexico and the Philippines received from 2005-2016. See for BLM.GEO8.3.1a for Answer Key. They are to analyse the data by answering the questions on the “Remittances and their Impact on GDP: Analysis of Data” (BLM.GEO8.3.1b). See BLM.GEO8.3.1c for Answer Key.

2. Next, hand out “Scatter Graph: GDP per capita and % of GDP coming from Remittances” (BLM.GEO8.3.2) and have the students create a **scatter plot** graphing the GDP per capita and the percent of GDP that comes from remittances. They are to analyse the data by answering the questions on the “Scatter Graph: Analysis of Data” (BLM.GEO8.3.3). BLM.GEO8.3.3a for Answer Key.

Using the tables, graph paper, a ruler, and a pencil, have students determine units for measurement for each graph. Note that the data provided is in units of millions of US dollars. Working in pairs, have students come up with an appropriate labels for the x and y axis and an overall title for each of the graphs. Have students

plot the data using pencil first. Ensure that student are on the right track; you may want to demonstrate the plotting the first two values. Circulate to ensure that students are correcting organizing the data and once you have determined that students comprehend the graphing technique, they may go over their work with a fine tipped marker and may differentiate values using different colours.

Depending on your students' experience with graphing, you may choose to devote one class to one type of graph. To further break down the activity, you may choose to assign the analysis of the graphs as homework.

As an alternative and if you have access to a computer lab, you may have your student use a graphing program such as Microsoft Excel to create the line and scatter graphs.

Consolidation [7 min]

Have students Think-Pair-Share whether remittances are good for the economic development of the country where the migrant workers come from. See "Assessment Look-Fors: Module 1, Lesson 3: Are remittances good for economic development in the country where migrants' come from?" (BLM.GEO8.3.4).

Alternative/Extension: Gospel Values Discussion Question

There are possible cross-curricular connections of this lesson to Religion or Social Studies. After the exercise, have students reflect upon the following questions: *As people of faith, what responsibility do those of us in the developed world (ie: Canada) have to those in the developing countries (ie: Mexico and the Philippines)? Why? Remittances are a way to promote social responsibility, human solidarity, and the common good, but are they a sustainable form of development? Why or why not?* You may address these questions in journal form, class discussion, or a class debate.

Differentiated Instruction and Accommodations/Special Needs:

- rephrase, repeat instructions
- provision of visual, audio, kinesthetic prompts, etc.
- provide a variety of tools for doodling (i.e., pencil/pen, digital)
- allow for choice, where applicable, through differentiating instruction and/or assessment
- provision of tools and/or apps (i.e., Google translate)
- varied instructional strategies (i.e., individual, pair, small/large group)
- 'Flipped' classroom; provide link to video/article/website prior to lesson
- scribe
- frequent breaks
- chunk assignments into manageable tasks
- additional time to complete work
- collaborative talk structures prior to written work

*Instructional, assessment and environmental accommodations must reflect student's *Individual Education Plan, if applicable*.

Learning Materials

- Powerpoint Presentation "Migration, Remittances and Development in the Philippines: How Do Remittances Affect the GDP?"
<https://www.slideshare.net/PASSOC/how-do-remittances-affect-gdp>
- Computer, speaker and digital projector

Elements of 21st Century Learning

Collaboration: Students work together, sharing responsibility, making substantive decisions, inter-dependently.

<ul style="list-style-type: none"> • “Remittances and their Impact on GDP” (BLM.GEO8.3.1) • “Remittances and their Impact on GDP: Analysis of Data” (BLM.GEO8.3.1b). • “Answer Key: Remittances and their Impact on GDP: Analysis of Data” (BLM.GEO8.3.1c) • “Scatter Graph: GDP per capita and % of GDP coming from Remittances” (BLM.GEO8.3.2) • “Answer Key: Scatter Graph: GDP per capita and % of GDP coming from Remittances” (BLM.GEO8.3.2a) • “Scatter Graph: Analysis of Data” (BLM.GEO8.3.2) • “Answer Key: Scatter Graph: Analysis of Data” (BLM.GEO8.3.2a) • Graph paper, ruler, pencil and pens • Microsoft Excel (optional) • “Assessment Look-Fors: Module 1, Lesson 3: Are remittances good for economic development in the country where migrants’ come from?” (BLM.GEO8.3.4). 	<p>Knowledge Construction: Students create or adapt and evaluate prior knowledge, influencing change in a new context, across multiple disciplines.</p> <p>Real-World Problem Solving & Innovation: Students problem solve, reaching beyond their immediate world, finding innovative solutions, consulting with experts in the wider community.</p> <p>Skilled Communication: Students use various forms of communication, providing supporting evidence, communicating with clarity, honesty and sensitivity, reaching out to the greater community to enhance the quality of life.</p> <p>Self-Regulation: Students work on long--term activities, knowing learning goals and success criteria in advance, with opportunities for self--direction, revising their work based on feedback.</p> <p>Use of ICT for Learning: Students have the opportunity to use Information and Communication Technology for knowledge construction, creating ICT artifacts for others to use.</p>
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Resources

- The Six Competencies of the neXt Lesson: TCDSB21C Project neXt
<https://www.tcdsb.org/ProgramsServices/SchoolProgramsK12/AcademicICT/21st%20Century%20Learning%20Conference/TCDSB21C%20-%202021st%20Century%20Learning%20Plan%20Placemat.pdf>

Teaching Notes

The definition of **remittances** are the transfer of money sent back to the home country by a migrant who is working in a foreign country.

According to the 2013 Ontario Curriculum, History and Geography (Grades 7-8) the definition of **Gross Domestic Product** (GDP) is “the value of all the goods and services produced in a country in one year” (p. 204).

BLM.GEO8.3.1

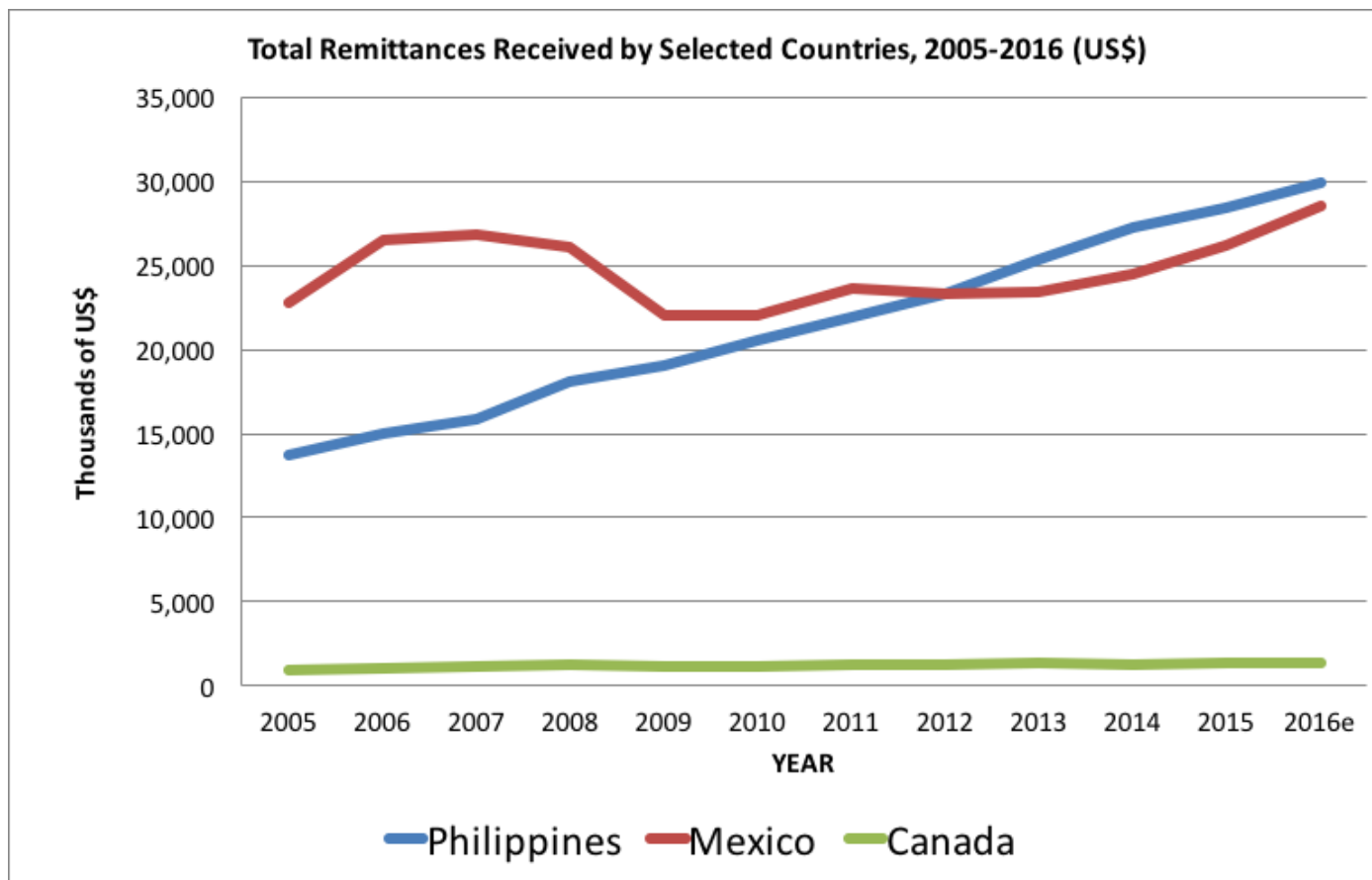
Remittances and their Impact on GDP

Using the data from the table below, on a separate piece of paper, graph the amount of remittances received by Canada, Mexico and the Philippines from 2005-2016.

Migrant remittance inflows (US\$ million)	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Canada	912	1 086	1 177	1 299	1 195	1 199	1 227	1 255	1 337	1 309	1 323	1 350
Mexico	22 742	26 543	26 880	26 041	22 076	22 080	23 588	23 366	23 433	24 462	26 233	28 542
Philippines	13 733	14 988	15 853	18 064	19 078	20 563	21 922	23 352	25 369	27 273	28 483	29 878

BLM.GEO8.3.1a

Answer Key: Remittances and their Impact on GDP



Remittances and their Impact on GDP

Analysis of Data

1. Compare and contrast the income from remittances for each of the three countries.

2. Why do Mexico and the Philippines receive more remittances than Canada?

3. Describe the trend over time in the amount of remittances received for:

a) Canada

b) Mexico

c) Philippines

4. Based on the current patterns, predict what the flow of remittances for each country will look like in 20 years from now and explain your thinking.

Answer Key

Remittances and their Impact on GDP

Analysis of Data

1. Compare and contrast the income from remittances for each of the three countries.

Canada receives very little income in the form of remittances, while Mexico and the Philippines receive a lot more. The Philippines has a steady upward trend of remittances received, while Mexico's varies.

2. Why do Mexico and the Philippines receive more remittances than Canada?

Mexico and the Philippines receive more remittances than Canada because they have more citizens who have travelled abroad to work.

3. Describe the trend over time in the amount of remittances received for:

a) Canada

Canada has a steady/consistent trend of a small amount of remittances received.

b) Mexico

Mexico's remittances goes down in 2007-2008 (likely due to the economic recession in the US, causing many migrant workers to lose their job) and then slowing and steadily increases.

c) Philippines

The Philippines has a steady, consistent increase in the amount of remittances received (because it has citizens working all over the world and in increasing numbers).

4. Predict what the flow of remittances for each country will look like in 20 years from now and explain your thinking.

Answers may vary.

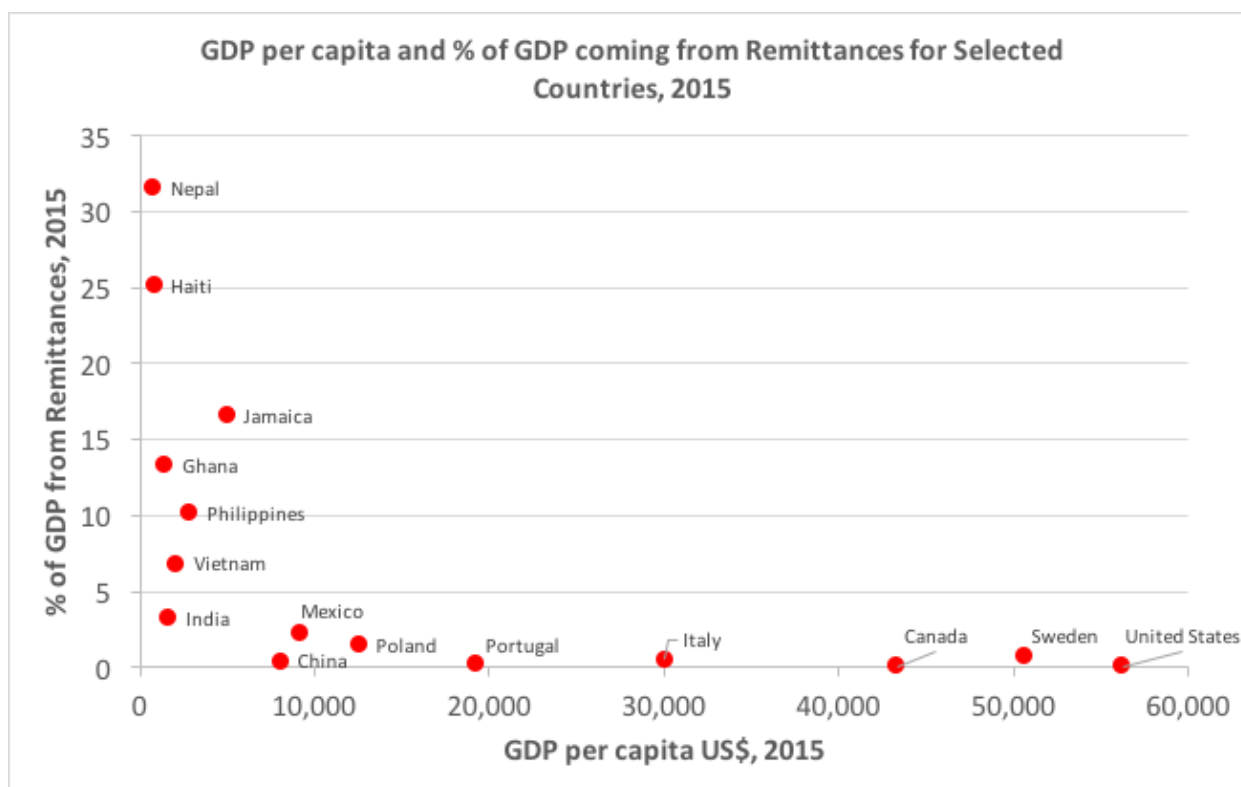
Scatter Graph: GDP per capita and % of GDP coming from Remittances

Using the data below, on a separate piece of paper, scatter plot the relationship between the GDP per capita, and the personal remittances received as a percentage of the GDP.

Country Name	GDP per capita (\$US) 2015	Personal remittances, received (% of GDP) 2015
Nepal	744	31.58
Haiti	815	25.17
Jamaica	4 966	16.56
Ghana	1 361	13.27
Philippines	2 878	10.18
Vietnam	2 107	6.83
India	1 613	3.26
Mexico	9 143	2.28
Poland	12 566	1.42
Sweden	50 585	0.68
Italy	30 049	0.52
China	8 069	0.40
Portugal	19 220	0.18
Canada	43 316	0.09
United States	56 207	0.04

Answer Key

Scatter Graph: GDP per capita and % of GDP coming from Remittances



Scatter Graph: Analysis of Data

1. Define “remittances.”

2. What do you notice about the personal remittances received (as a % of the GDP) by countries with a higher GDP per capita? Why do you think this is?

3. What do you notice about the personal remittances received (as a % of the GDP) by countries with a lower GDP per capita? Why do you think this is?

4. What is the general relationship between a country’s GDP and how much they rely on remittances?

Answer Key

Scatter Graph: Analysis of Data

1. Define “remittances.”

Remittances are the transfer of money sent back to the home country by the migrant who is working in a foreign country.

2. What do you notice about the personal remittances received (as a % of the GDP) by countries with a higher GDP per capita? Why do you think this is?

Countries with a higher GDP per capita rely less on remittances to increase their GDP and quality of life. (Answers may vary).

3. What do you notice about the personal remittances received (as a % of the GDP) by countries with a lower GDP per capita? Why do you think this is?

Countries with a lower GDP per capita rely more on remittances to increase their GDP and quality of life. (Answers may vary).

4. What is the general relationship between a country’s GDP and how much they rely on remittances?

Generally, the higher the GDP, the less they rely on remittances. The lower the GDP, the more they rely on remittances.

Assessment Look-Fors: Module 1 Lesson 3

Are remittances good for economic development in the country where migrants' come from?

Yes:

- ☐ They create a source of income for the country as a whole. In the case of the Philippines, almost US\$30 billion is added to the national income every year
- ☐ While economic growth in the Philippines is subject to ups and downs, the remittances sent home come from so many different places around the world that they have been consistent and have grown over time
- ☐ Every dollar sent back creates income for the recipient, but it also feeds through into income for construction workers, restaurants, doctors, teachers etc. (all the people whose services are paid for with the remittances)
- ☐ The remittances can also be a source of money to set up new businesses (like Noli's pig farm), which in turn can employ people
- ☐ Migrants have to pay various fees to the government, and the government collects taxes when remittances get spent. This provides more revenue for the government to provide public services.
- ☐ Remittances can support and protect families affected by disasters such as typhoons. For example the case of Romelyn Saneo, who was interviewed by CBC radio in Toronto in 2013: <http://www.cbc.ca/news/canada/toronto/gta-woman-s-monthly-support-helped-family-survive-haiyan-1.2435578>

No:

- ☐ Remember that migrants are often highly qualified and skilled, and when they leave these skills are not available for the benefit of the home country
- ☐ Who gets to migrate? It is usually people who have enough money to have completed their education and to have paid for recruitment fees. The poorest people in society don't migrate, and people from the poorest regions don't migrate. This means that the poorest in society can fall further behind. I.e. Increased inequality
- ☐ The additional money coming from remittances often gets spent on housing, health care costs and educational tuition fees. The cost of these items therefore gets pushed up. This makes them even more expensive and out of reach for those without a relative who has migrated.
- ☐ Money spent from remittances may not trickle down to the poorest levels of society.