

Immigration And Education Policies In Canada And U.S

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Abstract: This article presents a brief history of Canadian immigration and Multicultural Educational Policy in Canada. Canadian immigration has shifted from openness at the start of nineteenth century to a rigid ethnic quota system at the early part of twentieth century, and now back to a more open policy regime. The current immigration multicultural education policy in Canada differs from U.S policy in one of the important way: Canadian policy is more of selective but admits more immigrants on a per capita basis than does the U.S policy. This article provides answers to the questions posed in the introduction to this section for each of the distinct immigration and multicultural education policy regimes.

Keywords: Immigration Policy, Education, Canadian immigration, U.S Policy, Quota System.

I. INTRODUCTION

Immigration has always been an important factor shaping the Canadian socio-culture, economic and Political life. Immigration has played a key role in the demographic growth in Canada and the very Canadian nation-state has been built upon the foundations of time-to-time immigration trends. Both the countries Canada and United States are very important participants and play crucial role in immigration market. These two countries admitted over 12 millions immigrants between the year 1959 and 1981. But in recent years, there immigration policies have diverged considerably. Prior to 60s, both Canada and United States used national origin to allocate the scarce number of visas among many applicants, prefer persons originating from the north western European countries. During the year 1960s, the two countries enacted the major immigration policy changes. As a result, United States began to award entry permits to its applicants on the basis of the family ties with U.S citizens, while Canada began to allocate visas on basis of applicant's observable socioeconomic characteristics.

In fact, the formation of the major part of the Canadian population was out of the continuous immigrations to the country over the years. The immigrant population is formed by the early French settlers, the English settlers who followed the French, and then the people from other European countries and partly from Asian and African countries. However,

Canada's present status of being one of the remarkable multicultural nation-state is a product of the large historical processes of immigration into the country and the Canadian way of successfully dealing with diverse groups of people within. The historical process of immigration of people from different countries had wider and positive reflections in the national economic growth, development of multi-ethnic cultural fabric country, the improvement of the Canadian social institutions, national political trends, general policies, made in connection with national and international issues, such as the attitude towards the immigrant population in Canada, flow of people, capital into out of Canada etc. This study would briefly look at the large history of immigration into Canada from various nations, the policy implications of immigration over different periods, and the general trends of immigration contribute to the shaping of notable multicultural educational country called Canada. This historical based comparison of immigrant skills and the labor market performance between Canada and United States, therefore, can provide the benefits and cost of skill based immigration policies. The country distribution of immigrant flows plays a crucial role because there is substantial dispersion in skills and labor market performance among national origin groups. (Borjas, 1987: Jasso and Rosenzweig, 1986).

II. IMMIGRATION TO CANADA AND U.S: A HISTORICAL OVERVIEW

Approximately 500 years ago, Europeans arrived in Canada. Many thousands years before this there had already been a group of people, the aboriginal/native population, who is said to be migrated to North America crossing the frozen icepack from Asia. Then, the first group to come and settle in Canada was the French. They were followed by British settler. These two groups grew competing each other establishing colonial outpost in Maritime Provinces. The rivalry went on between each other for dominance in the 18th century. During most of the next century and a half, immigration went on. Settlers from Britain, including Scottish, and Irish people were coming in the flow. These were also several immigrants from the United States to Canada. Many of those Scotts and Irish people migrated to Canada and U.S to escape from famine, poverty, and agricultural failures. Many immigrants from continental Europe were attracted to Canada by its economic opportunities of the time, or as an escape from religious or political threats. Following the European thousand of black slaves who escaped through the underground Railway northward into Canada formed another group of migrant in the years before the American Civil War. However, despite of the initial rivalry between the two over different economics social and political issues, the French and the English arrived at a consensus to form the confederation in 1867.

Generally, immigrants who originated in industrialized economics are more of skilled and successful in the host country's labor market than immigrants originating in the less developed countries. After confederation, the major issue for Canada was to retain the balance of its population that was disturbed by the out migration of the Canadians to US. To compensate this population loss, Canada started encouraging large number of immigration to it. Also, thousands of Irish and Chinese laborers were imported as workers to build the Canadian pacific railway. In the 19th century, when Canada underwent large scale transformation of industrialization and urbanization large number of industrial workers and other laborers immigrated to Canada from Europe. By the time, the National Policy of the country began to aim at the immigrant population from Europe. The tightening of rules regarding immigration went till the end of World War II. Only few of Canadians have a parent, grandparent or closer of distant relative who came to Canada as a stranger from outside the country, as an immigrant. It could be then said that there would be no Canada without immigrants, because all Canadians share immigration past.

Over a period of time, mainly after the 2nd World War, Canadian state came up with relaxations in regulations regarding immigration, and its new policies encouraged the entry of immigrants from different part of the world. Though, there was a preference still for the immigrants from Britain and Western Europe, people from Southern Europe and refugees from then Soviet occupied. Europe began coming to Canada. Most of the immigrants of the new wave were well educated and trained professionals, and preferred to settle in cities. Refuging fleeing from behind the Iron Curtain- from Hungry (1956), Czechoslovakia (1968) and Poland (1982-85) found safer place in Canada. As Canadian supported the effort

to end racism and discrimination in Canadian law, the last racial and ethnic blockade to Canadian immigration was finally lifted in 1967. It resulted in a huge flow of immigrant population from different sources, notably from the countries from where the people could not immigrate easily in earlier times. Thus, the immigrants from Asia and Caribbean arrivals were in large numbers. Canada became the home for a large number of international immigrants and international migration started playing a crucial role in notion building of Canada.

III. EDUCATION AS A "CHOICE" OF A HOST COUNTRY

With the result of changes in immigration policy (as well as changes in economic conditions in the host countries), the relative size and skill composition of immigrant flows in Canada and United States has changed drastically in recent years. This section is going to describe the extent of these changes. Between 1960 and 1980, 81.5 percent of the immigrants "chose" to reside in the United States. However, this statistic increased rapidly during that period. In early 1960s, 77.2 percent of the sample migrated to United States, while in the late 1970s, 86.1 percent chose the United States. The reallocation of these immigrants in United States increased the annual number of immigrants, while the size of annual flow in Canada remained relatively constant.

Though, the fraction of immigrants ending up in the United States increased in most schooling groups, the increase was seen largest among the least educated. In early 1960s, 72.1 percent of immigrants who did not have a high school diploma migrated to United States. By late 1970s, this statistic was 86.9 percent, an increase of almost 15 percentage points. In contrast in early 1960s, 82.4 percent of immigrants with a college diploma chose the United States, but by early 1970s, the fraction increased to only 89.0 percent, less than the 7 percentage points.

Thus, immigration educational policy reforms in Canada and United States are probably responsible for these trends. Prior to the enactment of the point system in Canada, relatively more college graduates "chose" United States as a destination point. By late 1970s, after Canada began to restrict the entry of high school dropouts, the fraction of persons choosing the United States was the same for high school dropouts as for college graduates.

Remarkably, despite the enactment of the point system the Canadian educational attainment of the most recent immigrants in the 1971 is 12.0, while that of the most recent immigrants in 1981 is 12.6 years, a due increase of over half a year in schooling. At the same time, however, the educational attainment of the recent immigrants relative to Canadian natives declined from a 2.1 year advantage in 1971 to a 1.3 year advantage in 1981, and the relative wage of recent immigrants decreased from -2.1 percent in 1971 to -17.2 percent in 1981. Although, the educational attainment of these successive immigrants' waves rose over time, the educational attainment in U.S population was rising much faster. However, this result should not obscure the fact that the point system 'attracted' a more educated class of immigrant flow

into Canada. In early 1960s, prior to the immigration reform in Canada, the typical immigrant entering Canada had four fewer years of schooling than the typical immigrant entering the United States (where a immigrant schooling was disappeared by late 1960s, when the typical new immigrant in Canada had almost one year more schooling than the typical new immigrant in its natives United States and this gap remained roughly constant throughout 1970s.

IV. LITERATURE REVIEW

Borjas observes that prior to the year 1965 the amendments to the Immigration and Nationality Act, U.S immigration policy was guided by the national – origins quota system. The visa entry allocated to countries in the Eastern Hemisphere depended proportionately on their representation in the national origin composition of the U.S population in 1970. As such the ancestors of the great majority of U.S residents originated in northwestern Europe, the United Kingdom was allocated 65,721 visas (almost half of the 150,000 available visas), Germany was allocated 25,957 visas, while Italy was allocated 5,802 and Russia was allocated 2,784 visas. To prohibit the entry of Asian immigrants, Asian countries were generally allocated 100 of visas per year.

The amendments of 1965 and the subsequent revisions regulated the process of the legal immigration throughout the year 1970 and 1980. Under the year 1965 amendments, the United States permitted the entry of 270,000 persons per year, with no more than 20,000 immigrants originating in any particular country of origin. Instead of emphasizing on national origin, the year 1965 amendments made family reunification the central objective of immigration policy. This was then accomplished through several provisions. The eighty percent of the 270,000 numerically limited visas were awarded to “close” relatives of U.S citizens or residents. These close relatives included unmarried adult children of U.S citizens, siblings of adult U.S citizens, and the spouse of resident aliens. The remaining 20 percent of the visas were than allocated to persons on basis of their talent and skills. A large number of these 54,000 visas, however, went to the families of the skilled workers who qualified for the visa. By the late 1980s, more of the immigrants were entering under this single provision of the law than under all the family reunification preferences combined.

Boyd examines that until the year 1961, Canadian immigration policy, like that of the United States, permitted the entry of persons originating in only a few selected countries, such as the United Kingdom, Ireland and the United States or of the persons who were dependents of Canadian residents. The major policy changes in the year 1962 and 1967 removed the national origin restrictions, and shifted the emphasis in the visa allocation system towards skills requirements. Under the new regulations act, the applicants into Canada were categorized into three categories: sponsored immigrants (which included the close relatives of Canadian residents), nominated relatives which included more distant relatives of Canadian residents) and the independent immigrants. Beginning in the year 1967, visa applicants in the last two of these categories were screened by means of point

system. Point system was introduced in 1967, up until the 1960s Canadian immigration policy was based on explicitly racist criteria for immigrant selection. Potential migrants were graded and were given upto 100 points. The point's were awarded according to applicant's education which was a point per year of schooling, upto 20 points, occupational demand (upto 15 points, if the applicant's occupation was in strong demand in Canada), age related (up to 10 points for applicants under the age of 35, minus one for each year above the age of 35), arranged employment (10 points if the applicant had a job offer from a Canadian employer), a “personal assessment” by the immigration officer based on the applicant's motivation and initiatives (up to 15 points), and other factors. Hence an applicant needs to obtain 50 out of 100 total points in order to pass the test and be awarded an entry visa.

Briggs observes that in the year 1976, Canada amended its Immigration Act and made it easier for the families of Canadian residents to migrate there which was accomplished through a revised point system that in essence awarded extra points to nominated relatives. To the some extent, Canada enacted a weak version of the 1965 amendments eleven years after the United States. In 1990's various significant changes have been introduced in immigration and settlement policies, more stringent requirements and enforcement procedures for family sponsorship, changes to language training programs and cuts in other settlement services, and the introduction of the landing fee (the "head tax.")

Multiculturalism was introduced in the early 1970s represents an attempt to provide a link between new policies of the immigration and the new conception of the nation, How well it succeeds in doing so was debatable and worth exploring. Therefore, whether, in an otherwise "non-discriminatory" immigration system that has prevailed since the 1960s immigrants are being treated as commodities, and only commodities. In 1971, Canada became the first country in the world to adopt a Multiculturalism Policy. Canada's approach to diversity has evolved over the years and is embedded within a broad policy and legislative framework.

Temporary Public Policy concerning Tibetans living in the state of Arunachal Pradesh in India. The Minister hereby establishes the following temporary public Policy (under section 25.2) of the Immigration and Refugee Protection Act. (IRPA). As of March 17, 2011, applications for permanent residence made under the IRPA by persons who are displaced Tibetans living in a state of Arunachal Pradesh in India who have been matched with an approved sponsor in Canada shall be assessed along with their family members by delegated officers to determine whether permanent residence status in Canada could be granted to them on the basis that are set out below and Up to 1000 displaced Tibetans, including principal applicants and their eligible family members. Whether they accompany the principal applicant or not, will be counted towards the total.

V. METHODOLOGY

Here, a list of research articles has been generated by the following technique. The primary database of literature was generated from various author's research interest in Canada

and U.S immigration policies. This was entailed building a bibliography by following up the reference list of every article that was encountered. Both of the descriptive and theoretical method is used to complete immigration policies in Canada and U.S and the educational research.

VI. FINDINGS

As immigration policies in Canada and the United States differ in their objectives, the comparison of the economic impact of immigrants in the two related countries provides a benchmark for assessing the role played by the policy in determining the skill composition of the immigrant flow. This paper presented and examines a description of trends in immigrant educational skills in both Canada and United States, and thus interpreted these trends in terms of underlying policy changes that occurred between the year 1960 and 1980 in both of the host countries.

Immigrants in Canada are, on an average more skilled than immigrants in United States. This result is evident from educational attainment where immigrants in Canada have about a year more schooling at the time of arrival than immigrants in the United States.

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