

## CHAPTER 5

# How well do Canada's immigration laws and policies respond to immigration issues?

**immigration:** the process of people establishing homes, and often citizenship, in a country that is not their native country

Canada's government used posters such as these in the late 1800s to recruit immigrants. It wanted to recruit immigrants to fulfill the objectives of the National Policy: to promote Canadian industry, finish the national railway and settle the west. The National Policy was formulated by John A. Macdonald's Conservative government in 1873. To recruit immigrants, the government targeted the U.S., Britain and many parts of Europe, but not countries with French-speaking populations, such as France, Belgium or Switzerland.

Take an informal survey of how many of your friends have ancestors from other countries. The families of many Canadians originated in other parts of the world and immigrated to Canada. How does Canada benefit from new **immigration**? How does the government respond to emerging issues related to immigration today?

This chapter explores Canada's immigration laws and policies. These say who can come to Canada from other countries to work and live.

Immigration is an important part of Canada's legislative framework because it affects the quality of life of Canadians and of people who seek to build a home in Canada. People want to come to Canada for many reasons. Quality of life in Canada pulls many people. Canada also offers shelter to refugees, who are pushed out of their home countries by war and other circumstances.

Immigration poses opportunities and challenges for citizenship: for building a society in which all Canadians — existing and new — belong.

As you read, you will assess how effectively Canada's immigration laws and policies meet the needs of all Canadians. Think about how the government responds to emerging issues that arise from immigration.



## FOCUS QUESTIONS

- What criteria does Canada use when accepting immigrants and refugees?
- How do the individual and collective rights of Canadians influence immigration laws and policies?
- How do provinces influence immigration laws and policies?



Examine the posters. What factors affected immigration in the past?

**Based on the photographs below, what challenges and opportunities does immigration create for Canada today?**

This sign is an opportunity for someone. Canada accepts more immigrants when it faces labour shortages, including immigrants with specific skills to fill demand for workers in particular jobs.



This is Michaëlle Jean, a Francophone originally from Haiti, appointed governor general of Canada in 2005. Immigration can affect the identity of people who come to Canada and of people who already live here, including groups in Canada with collective rights. Immigration creates a mix of cultures, where people need to learn each other's beliefs, values and worldviews.



This photo shows a refugee camp in north Darfur, Sudan. Conflict in Sudan made the people in this camp flee their homes. Canada has obligations to shelter people who need to escape war and other dangers.



Immigration policy needs to take into account the security, health and quality of life of people who already live in Canada.



## Create a storyboard about issues concerning immigration in Canada.

### Your Role

Canada's leading educational multimedia company is creating a series of documentaries related to citizenship and immigration in Canada. The producers of the series want to highlight current issues that affect immigration policy. They are asking for young producers to submit a proposal, in the form of a storyboard, for a documentary.

Your proposed documentary needs to answer this question:

### What factors should shape Canada's immigration policies most: economic, political, health or security?

You will research one issue and create a storyboard that outlines your research and conclusions.

### Your Presentation

Your research should reflect:

- An evaluation of the factors and issues that influence immigration policies.
- An understanding of how government responds to issues related to immigration.
- Facts, ideas and other evidence supporting your ideas.

Immigration has an impact on citizenship, identity and quality of life. Share your ideas on issues that arise from immigration in Canada!

Ahcene Zouaoui immigrated to Canada from Algeria, a country with many French-speaking people. He and his family chose to live in Montréal, where the majority of people speak French. In this 2002 photo, he is stocking shelves in his father's grocery store in Montréal. **Think critically: What opportunities and challenges does immigration create for citizenship in Canada? Whose perspectives should you include in your documentary?**



### Let's get started!

As you read and take notes, evaluate the factors related to Canada's immigration policies. After, rate each one on a scale of 1 to 5 to identify which factor, in your opinion, should be most important.

	Economic Factors	Political Factors	Health Factors	Security Factors
Why was the policy developed?				
What individuals and groups in society are affected?				
What are the issues or problems involved?				
In what ways is quality of life affected?				
What views and perspectives exist about the policy?				
How does the government respond to the issues?				
Overall Rating	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

*In my opinion, \_\_\_\_\_ should influence Canada's immigration policies and most because...*

## What criteria does Canada use when accepting immigrants and refugees?

### WHAT'S IN THIS SECTION

In this section, you will read about the criteria the government uses to accept immigrants into Canada. You will find:

- Types of immigration legislation related to immigrants and refugees.
- A comic illustrating Canada's point system.
- Factors influencing immigration policies.

### What are you looking for?

As you read the section, look for:

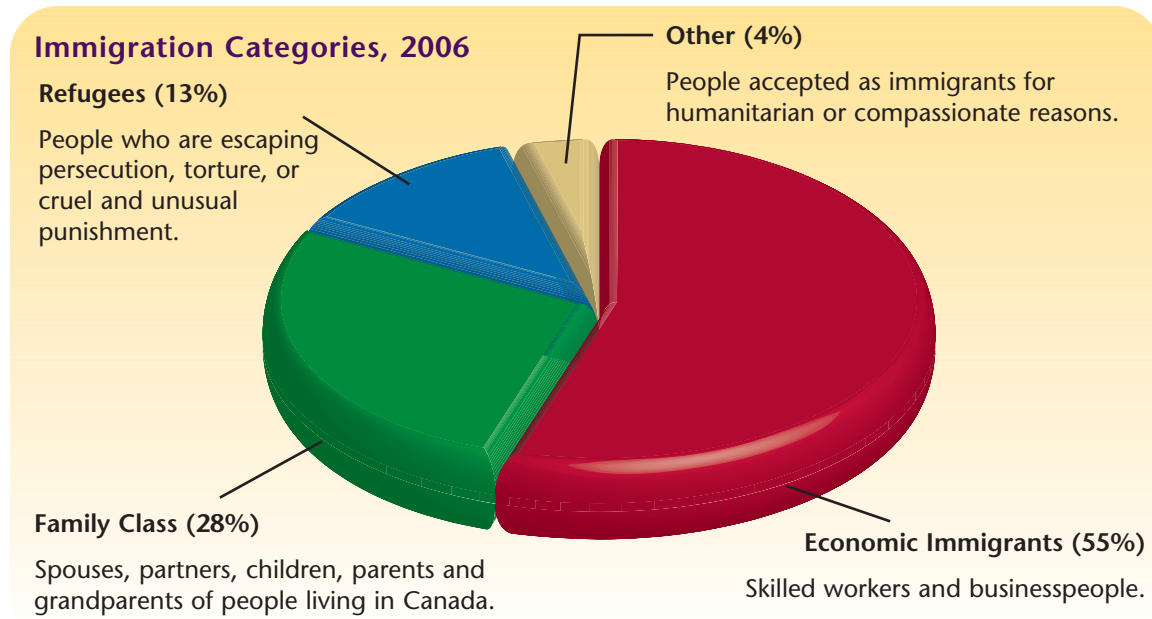
- The criteria Canada has used and still uses when accepting immigrants and refugees into the country.
- Advantages and disadvantages of Canada's point system.
- Issues related to immigration legislation.

When you become a citizen of Canada, you swear to be faithful to Canada's monarch, to observe the laws of Canada, and to fulfill your duties as a citizen. You gain the right to vote. This photo demonstrates two kinds of decisions: the decision of these people to become citizens of Canada, and the decision of Canada to accept them as immigrants. **Think critically: What factors may have influenced these decisions?**



## What is the Immigration and Refugee Protection Act?

- The Immigration and Refugee Protection Act dates from 2002. It is the most recent of many laws Canada has had about immigration since it became a country in 1867.
- It establishes categories of who can come to Canada from other countries to make permanent homes here.
- It lays out the objectives of those categories.



### Some Objectives of the Immigration and Refugee Protection Act, 2002

#### Objectives for immigration:

- Pursue social, cultural and economic benefits for all Canadians.
- Respect the bilingual and multicultural character of Canada.
- Support the development of minority official language communities in Canada.
- Share the benefits of immigration and support a prosperous economy across all regions of Canada.
- Reunite families in Canada.
- Promote the successful integration of immigrants into Canadian society, recognizing that integration involves mutual obligations for new immigrants and Canadian society.

For the objectives of the act regarding refugees, see page 177.



**What are the underlying values reflected in the objectives of the act? What do they mean for citizenship and identity in Canada?**

## How does immigration aim to meet Canada’s workforce needs?

**demographic:** to do with the characteristics of populations

**labour force growth:** the growth of the “labour force,” or the number of people who can work

The following statement comes from Citizenship and Immigration Canada, which is the federal department responsible for putting Canada’s immigration legislation into action. It comes from a document that describes the government’s plans for immigration in the future.

**What benefits of immigration does this source identify for Canada?**



What issues affecting immigration are illustrated in the plan?



In what ways does the plan attempt to meet the needs of Canadians?

**2006–2007 Plans and Priorities**  
Immigration has largely defined what Canada is today and has been a sustaining feature of Canada’s history. Waves of immigration have built and transformed the population while making significant contributions to the development of our economy, our society and our culture.

Immigration will continue to play a key role in building the Canada of tomorrow and in supporting our economic growth. Like many other industrialized countries, Canada is facing significant **demographic** changes. According to Statistics Canada, sometime between 2025 and 2030, the number of births to Canadian parents will equal the number of deaths. If Canada’s population is to continue to grow, immigration will be the source of this growth, unless birth and death rates change.

These demographic factors are also slowing Canada’s labour force growth. **Labour force growth** is key to ensuring economic growth. Sometime between 2011 and 2016, the number of Canadians entering the labour force will equal the number of people retiring. Without immigration, Canada’s labour force will shrink.

— Adapted from *2006–2007 Report on Plans and Priorities*, Citizenship and Immigration Canada, p. 5.



### CRITICAL THINKING CHALLENGE

In 2007, Canada accepted more than 250 000 immigrants — one of the highest numbers in the last 50 years. What might be the reason for this policy?

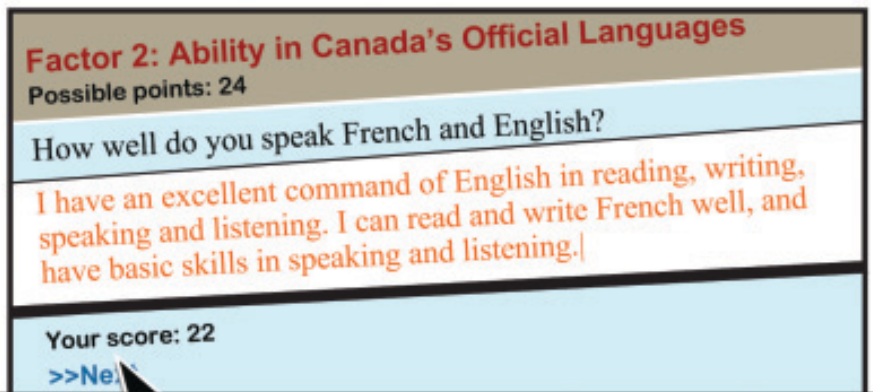
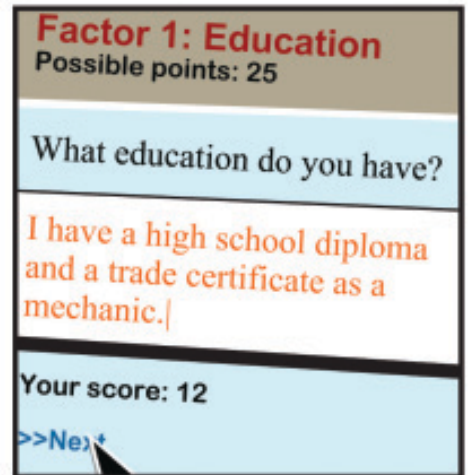
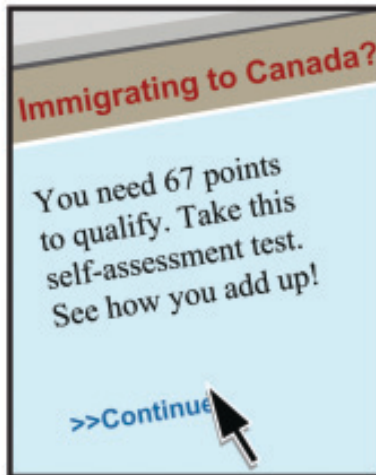
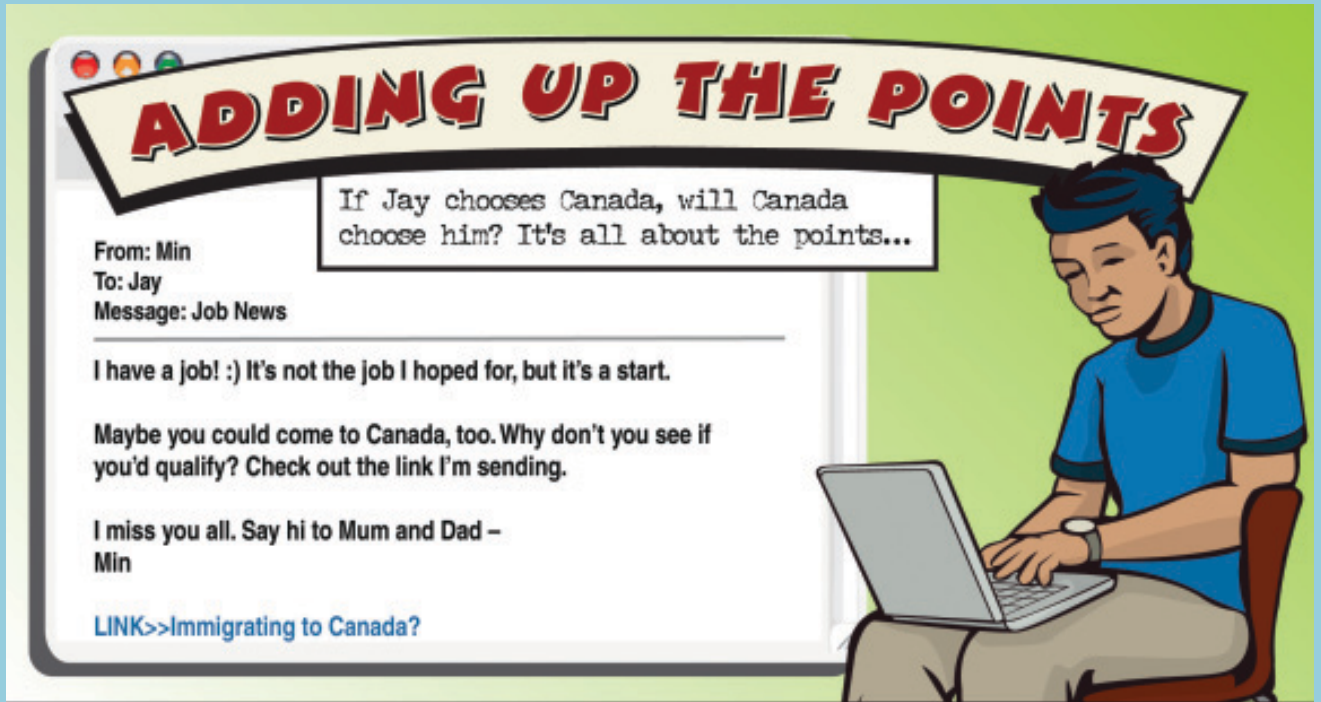
### WHAT’S A LAW VERSUS A POLICY?

Governments create laws, and they also create policies. A law describes principles or conditions that must be followed. A policy describes objectives of the government, within the law.

#### Example: Immigration

- Immigration *law* says who is allowed into Canada.
- Immigration *policy* sets the procedures for evaluating immigrants and says how many people are allowed into Canada from year to year.

For another example of law versus policy, see page 131.





**Factor 3: Work Experience**  
Possible points: 21

What work experience do you have?

I have worked as a heavy equipment operator for almost four years.

Your score: 19

>>Next

**Factor 4: Age**  
Possible points: 10

How old are you?

I am 24 years old.

Your score: 10

>>Next

Finally! Full points!

**Factor 5: Arranged Employment**  
Possible points: 10

Has an employer in Canada already offered you a job?

Yes \_ No X

Your score: 0

>>Next

**Factor 6: Adaptability**  
Possible points: 10

What factors in your background will help you adapt to life in Canada?

I have a sister living in Canada, but I have never worked or studied there.

Your score: 5

>>Click here for your total score

Here goes!

Your total score: 68  
Total points possible: 100

**YOU QUALIFY!**

>>Click here for next steps

Min? I qualify. What do you think I should do?

**Next Steps**  
To emigrate to Canada, you need to:

- Complete a formal application and submit it to Citizenship and Immigration Canada.
- Pay an application fee.
- Pass a medical exam that shows you do not have any illnesses that could endanger Canadians or strain Canada's health care system.
- Pass a security check that shows you have no criminal record and are not a security risk to Canada.

Based on a self-assessment test for potential immigrants, available online from Citizenship and Immigration Canada, 2007.

Go online and check out the self-assessment test yourself. How do the points add up for you?

**Why do you think immigration criteria exist? Why might Canadians have different views and perspectives on these criteria?**



## connect to the big ideas

1. How does the comic "Adding Up the Points" demonstrate that economics is a factor that influences who Canada accepts as immigrants? Identify points in the story where this factor comes into play. What other factors — political factors, and health and security — can you identify in the comic?
2. How might decisions about immigration based on economics affect your quality of life?
3. Consider the information about the photo below, then answer this question:  
**What issues arise from immigration based on economic factors?**



Alla Andrusiv, in the green sweater, celebrates Canada Day in 2007 with other recent immigrants. She is a doctor from Ukraine, who arrived in Canada in 2006. "My qualifications aren't recognized here and I would have to start again... I'm like many professionals. We gave up good jobs and came here to work as cleaners or in restaurants. It's extremely frustrating. But I hope to return to medicine, perhaps as a nurse."

## What is the point system for accepting immigrants?

The comic you read in the previous section explores Canada's point system. The point system is part of the criteria Canada uses to decide who to accept as immigrants.

- The point system dates from 1967.
- It applies only to economic immigrants (skilled workers and professionals). Refugees and family-class immigrants do not have to qualify under the point system.
- If a person is not a refugee or a family-class immigrant, they must qualify under Canada's point system to enter Canada as an immigrant.
- Economic immigrants make up the biggest group of immigrants to Canada (see page 167).

## How does health factor into qualifying as an immigrant?

Every potential economic immigrant to Canada must provide proof that they are in good health. A person may be refused entry to Canada if:

- Their health could put the health of Canadians at risk — for example, they have tuberculosis.
- They have a condition that could endanger public safety — for example, a mental disorder.
- Their health could put an “excessive demand” on Canada's health services — for example, HIV/AIDS.

None of these health requirements apply to people entering Canada as refugees or as family-class immigrants.



### CRITICAL THINKING CHALLENGE

How might assessing the health, background and experience of immigrants connect to Canadians' right to “security of the person” under the Charter of Rights and Freedoms?

## connect to the big ideas

1. What are some advantages and disadvantages of Canada's point system? Create a chart organizing your ideas. Compare ideas with a partner.
2. Working with a group of two or three, develop criteria for accepting new immigrants into the country. Think about what's important — for example, what Canadians need, what is fair to applicants. Share your criteria with the class. Be prepared to explain the reasons for your criteria.
3. Over the next few weeks, scan your local newspaper for articles about immigration. What current issues are being debated? Create a media collage of the articles you find. Work with a partner to share your information and your opinions.

## How are Canada's immigration laws today different than in the past?

- No one today is excluded from Canada because of their race or country of origin. The point system, for example, evaluates people based on their skills and education.
- In the past, Canada favoured immigrants of British ancestry and restricted immigration from Asian countries, such as China and India.



This photo from 1914 shows people from India protesting Canada's immigration policies. They arrived in Vancouver on a Japanese ship called the *Komagata Maru*. At the time, Canada's government allowed people from India to enter Canada only if they sailed directly from India without stopping anywhere. Since no shipping line offered this service, Canada's policy excluded immigrants from India. Canadian officials did not let the passengers of the *Komagata Maru* off the ship. Supporters of the protest challenged this decision in court, but lost the case. After two months, the ship was forced to return to Asia.



Debbie Yam of Toronto displays the head-tax certificate of her Chinese grandfather. Between 1885 and 1923, Canada discouraged immigration from China by requiring every Chinese immigrant to pay a fixed fee, known as a head tax. This was one of several laws that restricted immigration from Asia. Today, and for more than a decade, people from Asia have made up the largest group of immigrants to Canada. In 2006, Canada's government formally apologized to Canada's Chinese citizens for the head tax.

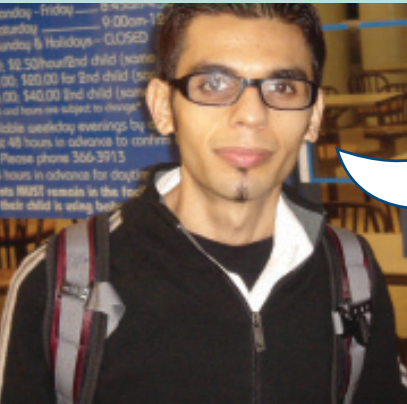


Why do you think Canada's immigration policies have changed over time? How do you think they might change in the future?



## Volunteering a Welcome

Fahd Mirza volunteers with the Calgary Bridge Foundation, an organization that offers services to help immigrants and refugees adjust to life in Canada. He is 19 years old and an immigrant himself.



Fahd Mirza came to Canada fourteen months ago with his parents. He feels a responsibility to give back to Canada, because of the opportunities Canada has given him. **Think critically:** How do his actions reflect active citizenship?

We came to Canada because my parents wanted a better quality of life than in Pakistan. There's so much stress in terms of survival in Karachi — the city I'm from. Crime is one of the major problems. You don't know if you're going to get home safe or not.

Canadian society has helped me in every single way. The most important part is welcoming me and integrating me without any concerns. It has provided me with opportunities for education and work. The government of Canada makes sure that our rights and freedoms are protected.

I found out about the Calgary Bridge Foundation last year at school. Our teacher invited the Foundation to talk about the Homework Club, where immigrant kids from Grades 1 through 12 get mentors, like me, to assist them with schoolwork. I help kids in Grades 5, 6 and 9 — especially with math and science because I'm really good at math and science.

Being a volunteer gives me so much personal satisfaction. It helps me so much, just a few hours in the whole week. I've learned a lot about different cultures and traditions. The kids I work with come from Saudi Arabia, India, Pakistan, Nepal and Sri Lanka. We learn from each other. The most important lesson is how to live together.

The big reason I volunteer is that I want to pay back Canadian society for all the things that it has done for me. For welcoming me. Not every country does that.

## connect to the big ideas


The Calgary Bridge Foundation is one of several organizations in Alberta that offers assistance to immigrants and refugees. Check the yellow pages of your phone book under "associations." Or check online. What organizations are in your community? How could you or your class volunteer?

## Steps to Researching an Issue


In this chapter, you have been learning about factors that affect Canada's immigration laws. **In your opinion, which factors should influence Canada's immigration policies most: economic, political, health or security?** To find out more, do some in-depth research on one of the four factors. Research can help you develop an informed position on issues. It relates to the steps for **Spot and Respond to the Issue** on pages 12 and 13. See the next page for details.



### WHAT'S INVOLVED IN RESEARCHING AN ISSUE?

A young boy with glasses, wearing a light green t-shirt and blue shorts, stands with his arms crossed and his hand to his chin in a thinking pose.

Research starts with questions and ends with conclusions. It sounds like a straight line, but it's really more like a circle. Sometimes you have to change your questions as you learn more about a topic. You have to loop back and adjust your starting point. It's important to keep an open mind.

A young girl with brown hair, wearing a green t-shirt and grey pants, stands with her hands slightly raised as if speaking.

I like to make a diagram that shows how I think information might be connected. Then I see how well the information and the diagram match up. I change the diagram to fit what the information tells me, and I then use it to record information. Sometimes I find out I need more information on something.

### Try this!

Use these steps to help you research, gather and summarize ideas for your storyboard and complete your project. The numbers down the side of this chart show how this process fits with the steps of **Spot and Respond to the Issue** on pages 12 and 13.

2  
4  
5

Steps	Notes								
Choose an Issue	What issue do you want to inquire into? <i>To what extent do security issues affect immigration?</i>								
Planning	<p>A plan helps you get started. Begin by writing some questions you would like to investigate on the issue. Then, find out where you will get the information.</p> <table border="1"> <thead> <tr> <th>Questions</th> <th>Information Sources</th> </tr> </thead> <tbody> <tr> <td><i>What security concerns do Canadian officials have?</i></td> <td></td> </tr> <tr> <td><i>How many people are turned away from Canada because of security concerns?</i></td> <td></td> </tr> <tr> <td><i>What groups in Canada have a perspective on the issue?</i></td> <td></td> </tr> </tbody> </table>	Questions	Information Sources	<i>What security concerns do Canadian officials have?</i>		<i>How many people are turned away from Canada because of security concerns?</i>		<i>What groups in Canada have a perspective on the issue?</i>	
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<i>What security concerns do Canadian officials have?</i>									
<i>How many people are turned away from Canada because of security concerns?</i>									
<i>What groups in Canada have a perspective on the issue?</i>									
Gathering	<p>Locate information from a variety of sources such as the Internet, books, and newspapers. Decide what sources contain the most useful information.</p> <p><i>My checklist for useful information:</i></p> <ul style="list-style-type: none"> <li><i>related to my questions</i></li> <li><i>not biased</i></li> <li><i>from informed people and organizations</i></li> </ul>								
Analyzing	<p>Record key information that helps you know more about your issue, find patterns and draw conclusions. <i>Look for connections among these ideas:</i></p>								
Organizing	<p>Organize the information persuasively. Use your skills of persuasive communication.</p> <p><i>When did we do those steps on persuasive communication? Note: look that up again.</i></p>								
Creating	<p>Create a product that effectively communicates your ideas.</p> <p><i>For my storyboard, I think I'll explain my ideas in a voice-over instead of in writing.</i></p>								
Sharing	<p>Share your research with others.</p> <p><i>My storyboard needs to showcase my research and ideas. Note: be prepared to explain storyboard in class.</i></p>								

*I may need to make changes here*

*as I make changes here*

*as I learn more here*

*I may need more information*

*I may need new connections*

## What is Canada's policy towards refugees?

**Refugees** are one of the categories of immigrants established under the Immigration and Refugee Protection Act. Here is some background on how Canada's position on refugees evolved:

- Canada signed the U.N. Convention Relating to the Status of Refugees in 1951.
- During the 1950s and 1960s, Canada offered to shelter refugees in response to specific world crises.
- In 1976, Canada made refugees one of its immigration categories. The change meant that Canada accepted refugees steadily, instead of crisis by crisis.

**refugee:** a person who seeks refuge in another country because of danger or persecution in their home country

### What does the Immigration and Refugee Protection Act say about refugees?

#### SOME OBJECTIVES OF THE IMMIGRATION AND REFUGEE PROTECTION ACT, 2002

Objectives for Canada's refugee program:

- Save lives and offer protection to people who are displaced and persecuted.
- Fulfill and affirm Canada's international commitments to protect refugees.
- Grant fair consideration to people who claim to be persecuted, as an expression of Canada's humanitarian ideals.
- Offer refuge to people facing persecution because of race, religion, political opinion or membership in a social group, and to people who face torture, or cruel and unusual treatment or punishment.



This photo shows Hungarian refugees boarding a flight to Vancouver in 1956. Canada accepted 37 000 refugees from Hungary who opposed the government of their home country — a government that did not tolerate opposition.



**CRITICAL THINKING CHALLENGE** What issues might arise from accepting refugees into Canada?





How did qualifying as a refugee to Canada affect Mary's quality of life?



Mary, a refugee from Sudan, now lives in Alberta.

## A Refugee's Experience

Mary came to Canada in 2005 as a refugee from Sudan. Civil war in Sudan had broken apart her family and put her life in danger.

Sudan was like World War II. People were fighting everywhere, and nobody knew where they were supposed to go. My family got separated — we couldn't find each other — so that's how I became a refugee.

Later, I learned that my mom was alive and in Canada. So in 2005 I came here with my two brothers. I was 12 years old, and my brothers were 8 and 9.

When we landed in Calgary, my mom came and picked us up at the airport. I hadn't seen her for eight years. I didn't remember her — she seemed like another lady. But because she was my mom, I thought, "Okay, I guess I'll hug her."

When I came to Canada, I didn't know what it would be like. I didn't know it was a nice country, a safe country. I thought that there would be war and fighting, like in Sudan.

I worry about my dad, and my stepmom, and my stepbrothers. I worry about them when I hear on the news that people are still fighting in Sudan. I hope that they're safe.

Canadians are lucky to live where there is no war. And they are lucky to have good schools. They should thank God, because they are lucky.

## connect to the big ideas

1. What evidence can you find on pages 177 and 178 that Canada's immigration legislation responds to world issues?
2. What evidence can you find that political factors influence Canada's policies on refugees?

## CASE STUDY

# How has immigration policy changed in response to security concerns?

Canada's position on refugees evolved in response to world issues. Use the information on this page to investigate another way world issues have shaped Canada's immigration legislation.

Compare the excerpts below. They come from Canada's most recent immigration law and the law in effect before it. **What similarities and differences do you see in these immigration acts? How do you account for them?**

### Immigration Act 1976

19. No person shall be granted admission who is a member of any of the following classes:
- persons who have engaged in... acts of espionage or subversion against democratic government, institutions or processes, as they are understood in Canada...
  - persons who there are reasonable grounds to believe will, while in Canada, engage in or instigate the subversion by force of any government...

### Immigration and Refugee Protection Act, 2002

34. A permanent resident or a foreign national is inadmissible on security grounds for:
- (a) engaging in an act of espionage or an act of subversion against a democratic government, institution or process as they are understood in Canada;
  - (b) engaging in or instigating the subversion by force of any government;
  - (c) engaging in terrorism;
  - (d) being a danger to the security of Canada;
  - (e) engaging in acts of violence that would or might endanger the lives or safety of persons in Canada; or
  - (f) being a member of an organization that there are reasonable grounds to believe engages, has engaged or will engage in acts referred to in paragraph (a), (b) or (c).



Based on the information

on this page and in the chapter so far, why do you believe issues related to security affect immigration policies?

## DID YOU KNOW?

Many events and issues in other parts of the world can result in more people applying as immigrants to Canada. For example:

- Natural disasters, such as floods and earthquakes.
- Population pressures.
- War.
- Poverty.

## How do the individual and collective rights of Canadians influence immigration laws and policies?

### WHAT'S IN THIS SECTION

This section presents:

- Information and views about a Supreme Court decision involving individual rights and refugees.
- Perspectives of First Nations on immigration policy.
- Interviews about issues for Francophones in Alberta arising from immigration.

### What are you looking for?

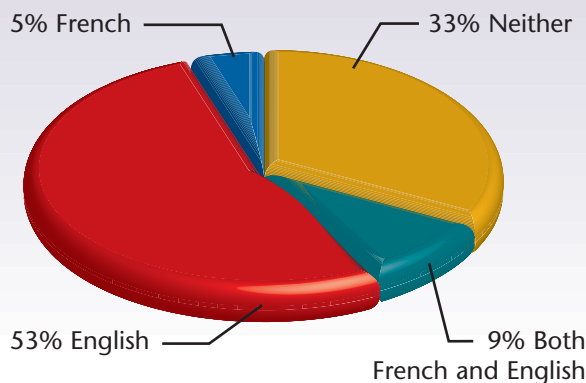
As you work through this section, look for:

- Ways that rights connect to political, economic, health and security factors — the factors at the centre of your chapter task.
- Opportunities and challenges that immigration creates for groups that hold collective rights in Canada.

Note that language qualifications only apply to economic immigrants. Check back to the comic “Adding Up the Points” on pages 169 and 170 to see how. Language qualifications do not apply to family-class immigrants or refugees.

### WHAT LANGUAGES DO IMMIGRANTS TO CANADA SPEAK?

Immigrants' knowledge of French and English, 2006



Top five first languages of immigrants, 2006

Mandarin  
English  
Arabic  
Punjabi  
Spanish



Why might the information in this graph connect to issues raised by immigration for Canada's official language groups?

## What is the Singh decision?

In Canada, April 4 is known as Refugee Rights Day, following a 1985 Supreme Court decision known as the Singh decision.

### The Facts

- Satnam Singh came to Canada from India seeking refugee status. Canada's government rejected his case under the Immigration Act, 1976.
- The Immigration Act, 1976, did not allow Mr. Singh to state his case in person or to appeal the government's decision on his case.
- The Supreme Court said this violated section 7 of the Charter of Rights and Freedoms, which says: **Everyone has the right to life, liberty and security of the person, and the right not to be deprived thereof except in accordance with the principles of fundamental justice.**
- The Supreme Court said everyone in the Charter means everyone — every person physically present in Canada.



### The Result

- People claiming refugee status in Canada have the right to a hearing, which they attend in person.
- Canada established the Immigration and Refugee Board to provide quick and fair hearings.
- Canada's government provides people seeking refugee status with the necessities of life while they wait for a hearing.

Every person who seeks refugee status in Canada, like Imam Said Jaziri pictured here, has a face-to-face hearing with the Immigration and Refugee Board. This is their right because of the Singh decision and Canada's Charter of Rights and Freedoms.

### DID YOU KNOW?

The individual rights in the Charter of Rights and Freedoms protect every person in Canada, whether they are citizens or not. The only rights that do not apply to non-citizens are democratic rights, such as the right to vote.

## What are some examples of views and perspectives on the Singh decision?

Canadians have different opinions about the Singh decision and still debate its effects today. Here are examples of some opinions that Canadians might express.

The only people who should be considered as immigrants or refugees are those who apply through the proper procedures and are vetted abroad. There should not be an automatic right for refugees or immigrants to come to Canada.

How can you apply to come to Canada from your own country if you're being persecuted there? We need to give people in that situation a full hearing.

The Singh decision was made by unelected officials — Supreme Court judges. Should the Supreme Court be allowed to make such important decisions by itself, without consulting the people of Canada?

It's unfair that Canadian taxpayers have to pay for legal aid, medical care, food, housing and security measures for people who arrive in the country illegally and then claim to be refugees. These rules encourage abuse — people arrive without papers or identification because they can get away with it. Without proof, how do we know who they really are?

We need to protect people who are at risk from human rights violations. Our previous policies violated the Charter of Rights and Freedoms and had to be changed. The Singh decision is consistent with our own human rights legislation and with international treaties Canada has signed.

### connect to the big ideas

1. Consider what you have learned about refugee rights on pages 181 and 182. What individual rights do refugees seeking entry into Canada have that Canadian citizens also have? Describe an impact this right has had on immigration law in Canada. Explain why people have different perspectives on this right. What is the connection between refugee rights and citizenship? What do refugee rights have to do with who “belongs” in Canada?
2. Conduct your own informal debate on an issue related to the Singh decision:  
**To what extent should Canada provide refugee status to all people who request it?**

Use what you learned about how to plan and prepare for a debate in Chapter 3 on page 116. *Refer to page 372 in the Skills Centre for more tips on debates.*

skills  
centre

## How does immigration involve the collective rights of Aboriginal peoples?

- Aboriginal peoples are partners in Canada. They have collective rights under the constitution and a reasonable expectation to be consulted when the government of Canada makes decisions that fundamentally shape the future of the country.
- Treaties and agreements between First Nations, Inuit or Métis peoples and the government of Canada create a commitment for Canada and Aboriginal peoples to work together and share prosperity. Some Aboriginal peoples, however, continue to face health, education and employment challenges linked to poverty and the impact of past policies and laws.
- These challenges can create obstacles to full participation in Canada's economy for individuals from First Nations, Inuit or Métis communities. For example, some people can face difficulty gaining access to educational, training and employment opportunities. Where such conditions exist, they can create issues, especially during times when Canada needs more skilled workers and professionals, and seeks to fill these roles partly through immigration.



### CRITICAL THINKING CHALLENGE

What impact do the rights of First Nations, Métis and Inuit peoples have on the way Canada sets immigration, and other laws and policies?



Kathryn Lainchbury is a Métis welding apprentice from Alberta. First Nations, Métis and Inuit peoples are the fastest-growing groups in Canada, and they are under-represented in Canada's workforce. How would more effectively engaging Aboriginal peoples in Canada's economy affect their quality of life, citizenship and identity? Government seeks to create a balanced way to support growth in Canada while meeting the needs and respecting the rights of all peoples. How the government does this can create issues for Canadians.



This page presents a resolution from the Assembly of First Nations.

The resolution reflects the AFN's concern that the federal government is not adequately fulfilling its obligations to First Nations peoples, including its obligation to consult with First Nations, and to allocate resources with the rights and interests of First Nations in mind. How does it reflect a First Nations perspective on immigration?

Assembly of First Nations, Resolution no. 49

Subject: Immigration Entering Canada vs. Addressing Third World Conditions in First Nations Communities

31 October 2005

WHEREAS Canada is known as one of the world's richest countries, yet fails to address the needs of First Nation communities, such as Kashechewan Reserve...

WHEREAS Canada fails to consult with the Assembly of First Nations (AFN) leadership on immigration policies and legislation.

THEREFORE BE IT RESOLVED that the AFN call on the federal government... to freeze all immigration coming into Canada until the federal government addresses, commits, and delivers resources to First Nations to improve the housing conditions, education, health and employment in First Nations communities...

Phil Fontaine was first elected National Chief of the Assembly of First Nations in 1997. The Assembly of First Nations represents many, but not all, First Nations in Canada. The AFN seeks recognition of First Nations as partners in Canada, with a right to share fully in Canada's prosperity.



**CRITICAL THINKING CHALLENGE** What could be a government perspective and an immigrant perspective on the AFN resolution?

How could a balance among these perspectives be achieved, so that decisions about immigration benefit all people in Canada?



**SPOT AND RESPOND TO THE ISSUE**

Compare the statement of Citizenship and Immigration Canada on page 168 with the resolution of the Assembly of First Nations on this page. What issues arise from this comparison? Refer to **Spot and Respond to the Issue** on pages 12 and 13 to formulate your answer.

## What challenges and opportunities does immigration pose for Franco-Albertan communities?

In 2006, Canada established a five-year plan to help Francophone communities in minority settings attract French-speaking immigrants. **To what extent does this plan meet the needs of Francophones in Alberta, who are in a minority setting? What can you learn from the comments on this page?**

We've been able to establish, in Calgary and in Edmonton, centres to welcome and help Francophone immigrants to get settled. We work with the immigrants to show them how they can become part of the Francophone community, and that they don't have to lose their association with the French language and culture, even if they live in a minority setting, like Alberta.

Ten years ago, if you went into a Francophone school in Alberta, you wouldn't see African children, or very, very few of them. Now, in Edmonton and Calgary, you see them in very large numbers. Their percentage is increasing every year.

This requires a major adjustment for Francophone institutions, to deal with people who come from non-European cultures. We want Francophone organizations to recognize that there's a challenge here: that we need to welcome and integrate people from non-European cultures, particularly from French Africa.

Francophones need a vision for French-speaking immigration to this province. Too many French-speaking immigrants, when they get here, become only numbers — statistics no different than all the other immigrants. Students gravitate to the English schools. The parents are not involved in the schools. We need to talk about these issues related to immigration

Frank McMahon is a former dean of Campus Saint-Jean, University of Alberta. He helped to organize a Francophone symposium on integrating French-speaking immigrants to Alberta in 2008.



Paulin Mulatris is a professor of sociology at Campus Saint-Jean, University of Alberta. Like Frank McMahon, he contributed to the Francophone symposium on integration. Dr. Mulatris immigrated to Canada from the Democratic Republic of Congo.



**CRITICAL THINKING CHALLENGE**  
A symposium is an event where people share ideas.  
How does organizing and attending a symposium demonstrate active citizenship?

connect to the big ideas

1. To what extent do Frank McMahon and Paulin Mulatris have the same or different perspectives on immigration? Back up your conclusions with evidence from this page.
2. Identify and explain one connection between the chart on page 180 and the perspectives of Frank McMahon and Paulin Mulatris on this page.



## How do provinces influence immigration laws and policies?

### WHAT'S IN THIS SECTION

In this section you will read about:

- A map describing where immigrants settle in Canada.
- Point-form notes about ways provinces influence immigration.

### What are you looking for?

As you read this section, look for:

- Facts about the regional distribution of immigrants.
- How the distribution of immigrants affects the quality of life of Canadians.
- How federal immigration laws attempt to respond.

Yolande James is *Ministre de l'Immigration et des Communautés culturelles* (Minister of Immigration and Cultural Communities) in Québec. Immigration is a responsibility of Canada's federal government. **Think critically:** Why do you think Québec might have its own immigration minister? What other provinces have their own immigration ministers?



## How does immigration affect Canada's cities and regions?

Use the information on pages 188 to 191 to consider some of the impacts immigration has on Canada.

### HOW TO ASK GEOGRAPHIC QUESTIONS

Geographic questions explore how people and their physical surroundings affect one another. They help you learn more about issues because they make you inquire in new ways. They help you connect issues to the physical world, and draw conclusions about your surroundings.

When you examine the map and chart on the next page, start digging into geographic connections with these questions:

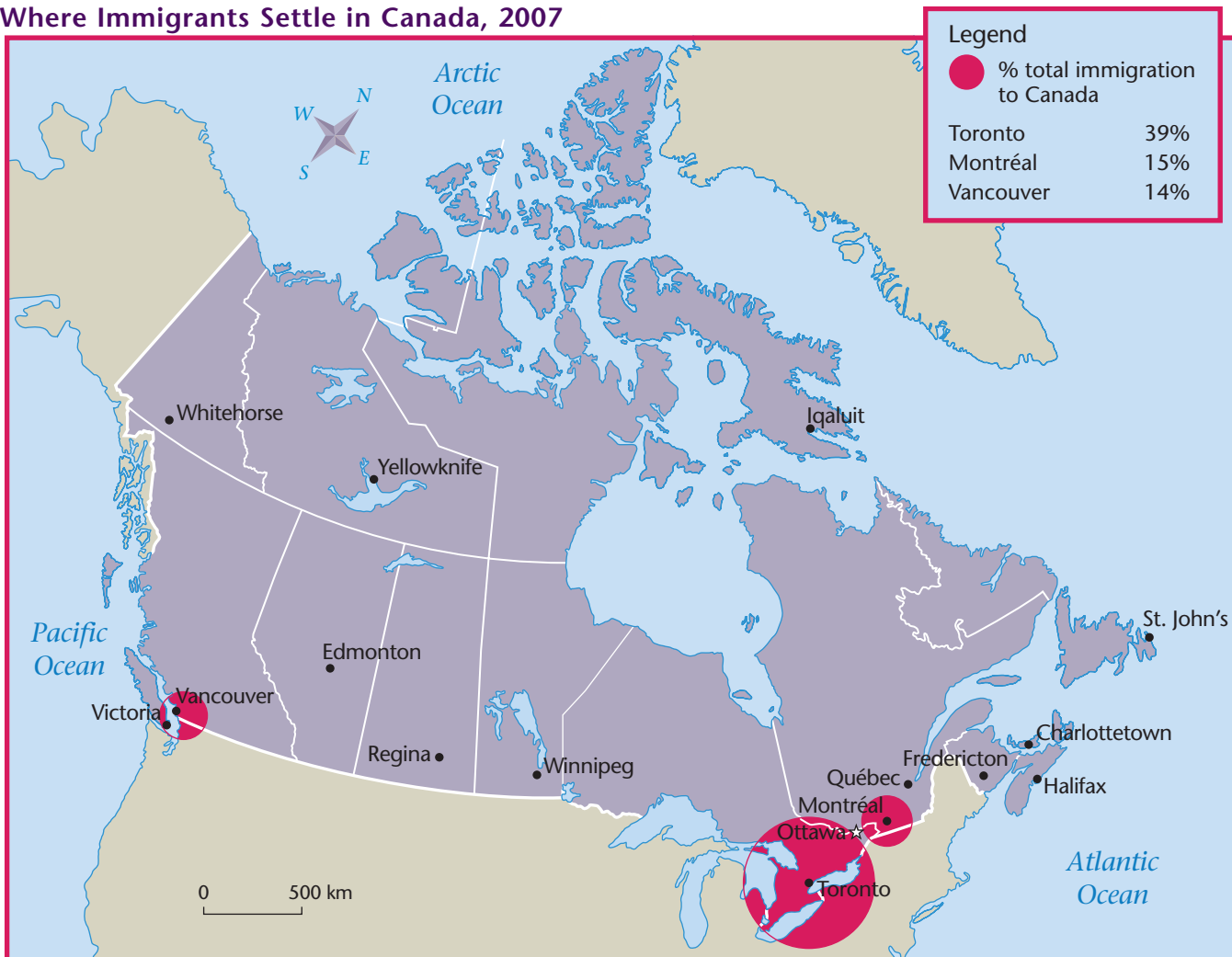
- How do the map and charts relate to each other?
- How do they relate to immigration?
- What immigration patterns or trends do you see that affect cities and regions?
- How does where immigrants settle create opportunities and challenges for cities and regions?
- How does this affect the quality of life of Canadians?
- What conclusions can you draw about the physical effects of immigration on cities? Think about environmental impacts. Think about the cost of roads and sewers.
- What other geographic problems does the information suggest?



Alone or with a partner, focus on one geographic question that you identify on pages 188 to 191. Include geographic data presented in maps and charts to clarify the question. **Check pages 345 to 348 of the Skills Centre for tips on creating and interpreting maps and charts.** Create a short multimedia presentation that explores the issue from three different perspectives.



Where Immigrants Settle in Canada, 2007



This map shows the top three locations where immigrants settled in Canada in 2007. The rest of Canada, taken together, received 32% of total immigration. To find out more about immigration to Alberta, see page 190.

**Toronto: Population and Area**

Census Year	Population	Area (km <sup>2</sup> )
1981	2 998 947	3742.94
1986	3 427 165	5613.71
1991	3 893 046	5583.51
1996	4 263 757	5867.73
2001	4 682 897	5902.74
2006	5 113 149	5903.63

**One objective of the Immigration and Refugee Protection Act 2002 is to share the economic benefits of immigration across all regions of Canada. Based on the map and chart, how well has Canada achieved that goal?**

**CRITICAL THINKING CHALLENGE** Why might immigrants to Canada not choose to settle in Toronto, Montréal or Vancouver? Why might they choose other cities in Canada? Why might they choose to settle in rural areas?

## In what ways can provinces influence and implement immigration policies?

Provinces control some aspects of immigration, in an attempt to make sure immigration fits and meets their needs.

### Provincial Nomination Program

- Under the Provincial Nomination Program, provinces can “nominate” a percentage of the immigrants Canada selects each year. This means, for example, that Alberta can specify that it needs immigrants with particular skills.
- The program also allows some provinces to set up their own immigration offices in foreign countries.
- Governments in Canada can't require immigrants to settle in particular places or work in particular jobs. The Provincial Nomination Program increases the likelihood that immigrants will settle in the provinces whose labour needs match their skills.

Iris Evans was Alberta's Minister of Employment, Immigration and Industry in 2007. Employment and immigration are linked to industry because industry creates jobs that need workers.



Alberta currently receives about 20 000 immigrants annually and I expect the expanded Provincial Nomination Program will help increase and speed up the flow of immigrants and help address our labour shortage. Alberta needs the right workers, at the right time, with the right skills.

— Alberta Government press release, “Expanded program will help increase immigration flow,” May 22, 2007.

## connect to the big ideas

1. Alberta wanted to “speed up the flow” of immigrants in 2007 for economic reasons, because of a boom in oil sands development. To what extent has the situation changed or remained the same to the present?
2. What issues related to immigration might economic changes create?
3. Including employment, immigration and industry in one ministry portfolio — the portfolio of Iris Evans in 2007 — is an example of a government policy. What does this policy reflect about the objectives of government concerning immigration?

## What workers does Alberta need?

Alberta’s Minister of Employment, Immigration and Industry said in 2007 that Alberta was facing labour shortages. **Examine the chart on this page. What parts of Alberta’s economy faced labour shortages?**

**Businesses and services reporting worker shortages in Alberta, 2006**

Economic sector	Percent reporting worker shortages
Construction (e.g., carpenters, roofers)	98
Transportation (e.g., truckers, bus drivers)	91
Manufacturing (e.g., chemical engineers)	89
Resource development (e.g., heavy equipment operators)	86
Retail (e.g., sales staff)	85
Hospitality (e.g., hotel staff)	78
Agriculture (e.g., farm labourers)	68
Education, Health, Social Services (e.g., teachers, nurses, doctors, mental health workers, social workers)	58
<b>Overall in Alberta</b>	<b>84</b>

— From a survey by the Canadian Federation of Independent Businesses, 2006.



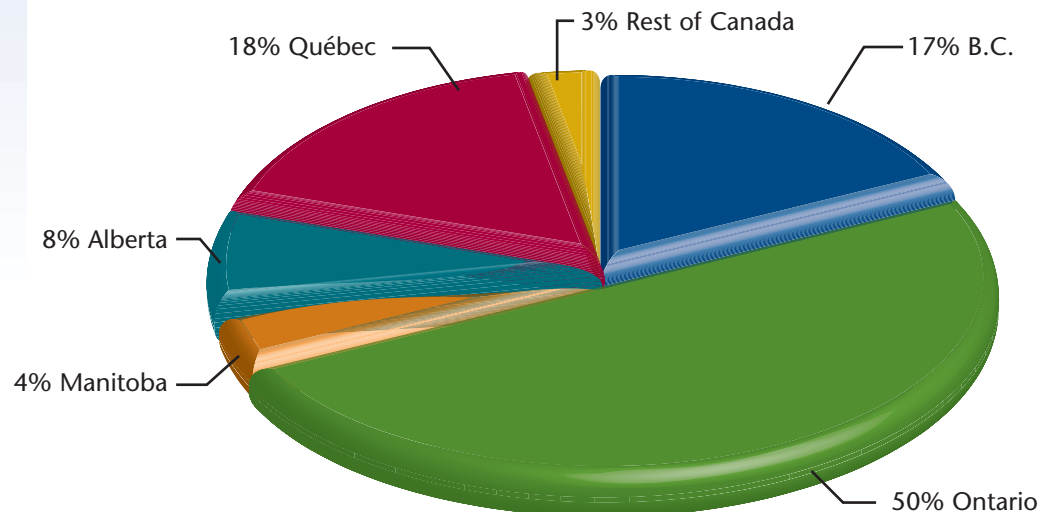
If you were responsible for setting immigration priorities for Alberta, how would the information in the chart on the right influence you? What skills would you ask the federal government to target in immigration?



What challenges face Alberta without enough immigrants? How can Aboriginal peoples be part of a solution to meet labour shortages? How do these questions connect to your quality of life as someone living in Alberta?

## What percentage of immigration to Canada does Alberta receive?

**Immigration by province and territory, 2006**



## Canada-Québec Accord

- The Canada-Québec **Accord** is a specific agreement with Québec.
- Under the accord, Québec can nominate the percentage of immigrants to Canada that corresponds to its population within Canada.
- The accord also allows Québec to require immigrants who settle in Québec to send their children to French-language schools.
- Under the Canada-Québec Accord, Québec seeks immigrants whose first language is French. Every year, about 75 percent of French-speaking immigrants to Canada settle in Québec. Overall, more non-Francophone immigrants settle in Québec than Francophone immigrants.

**accord:** a formal agreement



Based on the information on this page, how does the Canada-Québec Accord attempt to strengthen the French language in North America? Consider what you learned about the rights of official language groups under the Charter of Rights and Freedoms in Chapter 4. How does the accord reflect those rights?

Under the Canada-Québec Accord, Québec has an immigration office in this city: Damascus, Syria. Many people in the Middle East, where Syria is located, have some knowledge of French, because France controlled parts of the Middle East during the twentieth century. Canada's government endorses recruiting French-speaking immigrants from Syria and other countries of the world. **Think critically:** How might immigrants from the Middle East help affirm Francophone identity in Canada?

## connect to the big ideas

1. How does the Canada-Québec Accord offer ways for Québec to affirm the use of the French language? Identify two specific ways.
2. Based on the information you have learned, to what extent is the Canada-Québec Accord beneficial to Québec and beneficial to Canada?



## Wrap Up Your Task

You need to create a storyboard for a documentary that answers the question:

**What factors should shape Canada’s immigration policies most: economic, political, health or security?**

### Summarize Your Ideas

Review the chart you started on page 165 to help you evaluate issues that affect immigration in Canada. Identify the issue you feel is most important and explain your reasons. Examine the factors that affect this issue and identify which factor — economic, political, health or security — you believe has the most impact. Explain why this factor should become the focus of laws and policies about immigration in Canada.

### Make Your Storyboard

- Using a pencil or computer program, illustrate each main idea on a separate piece of paper. Think of these as scenes in your documentary. Draw in a background or use visuals you have found during your research.
- Add notes about each scene. Describe the information it will communicate. The scenes should showcase your research.
- Organize your storyboard into a sequence. Think about how you, as the maker of this documentary, want to tell the story of your investigation. What do you want others to understand?

Move the pieces of your storyboard around and try different sequences. I like to think about what scene will get people’s attention and put that at the beginning.



1  
Comments from Alberta’s immigration minister regarding economic factors that influence immigration policies — e.g., labour shortages.

2  
Interview with a spokesperson for Treaty 6 for a perspective on economic factors and immigration — i.e., how are some First Nations and the government addressing issues related to employment, training and education?

3  
Interview with an immigrant for a perspective on the factors that influenced their decision to come to Canada.

4

## Chapter 5 Review

### WHAT DID CHAPTER 5 EXPLORE?

- What criteria does Canada use when accepting immigrants and refugees?
- How do the individual and collective rights of Canadians influence immigration laws and policies?
- How do provinces influence immigration laws and policies?

### Revisit the Chapter Issue

Use what you have learned in this chapter to develop your own informed position on the chapter issue:

### How well do Canada's immigration laws and policies respond to immigration issues?

Work through the directions for "Demonstrating Your Learning" on page 55 to present your position.

### Share What You Know

Apply your research skills by conducting an inquiry into how a factor affecting immigration policies today influenced immigration policies in the past. Create an oral report describing the relationship between the context of the time and immigration legislation. Share your report with your classmates. *Refer to the Skills Centre on pages 356 to 369 to get ideas on how to conduct your inquiry.*



### Take Action

Choose a provincial or federal immigration issue currently in the media or from the chapter. Write a letter to the Minister of Citizenship and Immigration stating your position this issue. Express your recommendations for how you think the government should respond to the issue in meeting the needs of Canadians.

### Reflect Before You Forget

Reflect on what you learned in this chapter about Canada's immigration laws and policies.

- In this chapter I discovered... about the research process.
- The most important thing I learned in this chapter about immigration in Canada is...
- One thing I'd like to know more about, regarding how governments respond to emerging issues in immigration is...

### Link with Technology

Do an online search of organizations that welcome and support new immigrants. Create a summary of the services they offer. Ask to include your summary in your school or community newspaper to inform new immigrants of these services.