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# Majority of U.S. Public Supports High-Skilled Immigration

*But U.S. trails other economically advanced nations in share of immigrants with high skills*

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## Terminology

**Immigrants** are foreign-born individuals, regardless of citizenship. The terms immigrants and migrants are used interchangeably throughout this report. References to immigrants are to the total immigrant population living in a country, sometimes also described as the “migrant stock.” U.S. citizens born abroad, including those born in Puerto Rico or other U.S. territories, are classified as foreign born in this report, even though all three groups are U.S. citizens at birth. As another example, British, Dutch and French citizens born in territories outside of the UK, the Netherlands and France are considered foreign born.

The terms **college educated** and **highly educated** refer to those with a postsecondary education diploma or a degree beyond the completion of secondary school or the equivalent of a high school diploma, which is level 4 and higher according to the [International Standard Classification of Education](#) (ISCED) 2011. Data presented in this report are for those ages 25 years and older unless otherwise noted. The two terms are used interchangeably in this report.

**Economically advanced countries**, as defined by the [International Monetary Fund \(IMF\)](#), have high per capita incomes and a diverse set of exports, and they are integrated into the global financial system. They include several countries in Europe, North America, and Asia and Oceania. Although several Persian Gulf countries, such as Saudi Arabia, have high per capita incomes, oil is such a large component of their exports that the IMF does not classify them as advanced economies.

**Points-based immigration systems** are country immigration policies that admit immigrants based on a score that includes language ability, skills, education and possibly other factors. Australia and Canada, for example, have points-based immigration systems.

# Majority of U.S. Public Supports High-Skilled Immigration

*But U.S. trails other economically advanced nations in share of immigrants with high skills*

Like publics in other economically advanced countries with a high number and share of immigrants, a majority of Americans support encouraging the immigration of high-skilled people into the United States, according to a new survey of 12 countries by Pew Research Center in spring 2018.<sup>1</sup>

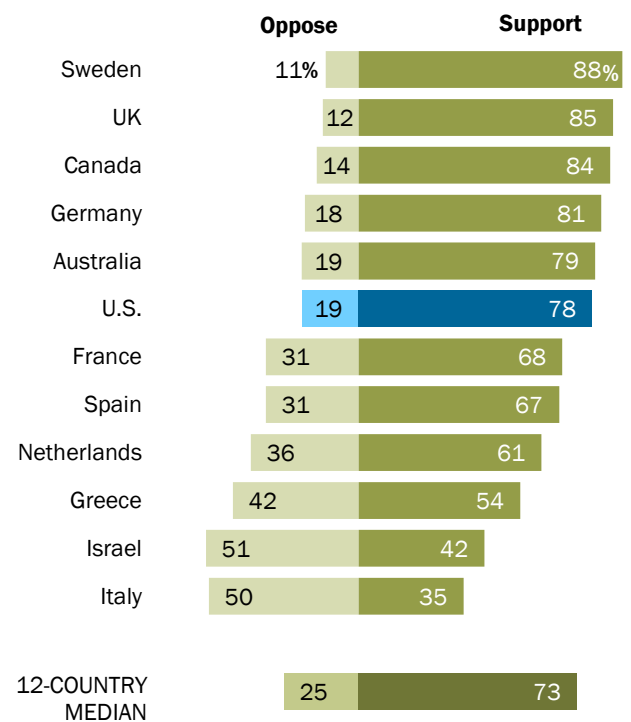
Roughly eight-in-ten U.S. adults (78%) support encouraging highly skilled people to immigrate and work in the U.S., a percentage that roughly matches or is exceeded by Sweden, the United Kingdom, Canada, Germany and Australia.

Smaller majorities share this positive view of high-skilled immigration in France, Spain and the Netherlands. Among the countries analyzed, only in Israel (42%) and Italy (35%) do fewer than half back high-skilled immigration.

Across the 12 countries, younger adults, more highly educated adults and adults with higher incomes tend to be more supportive of encouraging highly skilled people to immigrate to their countries – findings that are generally in line with [other surveys](#) on attitudes toward immigrants and immigration. (See [Appendix B](#) for demographic breakdowns.)

## As in several economically advanced nations, majority of U.S. public supports high-skilled immigration

*Thinking about immigration, would you \_\_\_ encouraging highly skilled people to immigrate and work in (our country)?*



Source: Spring 2018 Global Attitudes Survey. Q53c.  
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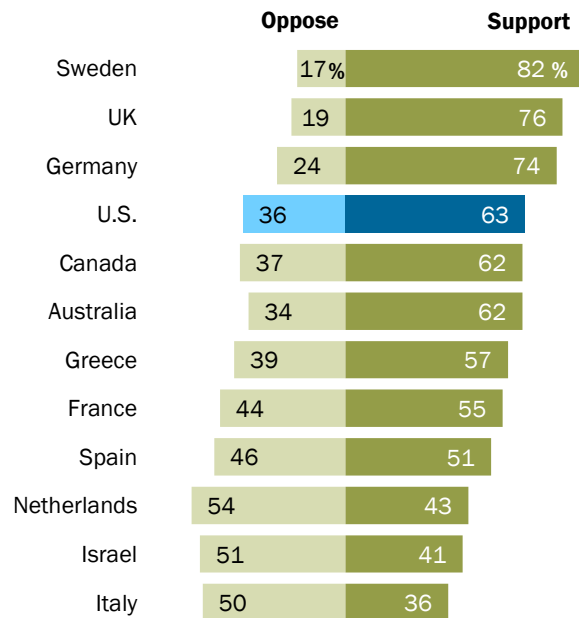
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<sup>1</sup> In 2018, the International Monetary Fund (IMF) defined 39 countries and territories in Europe, Asia and the Americas as economically advanced economies. It was not possible to survey all advanced economies; however, educational attainment data from government surveys were collected for a greater number of countries (20 in all). See [Appendix B](#).

The Pew Research Center survey also reveals that even among people who would like to see overall [immigration reduced](#), half or more in all but the Netherlands, Israel and Italy support encouraging high-skilled immigration.

### Many who want fewer immigrants support high-skilled immigration

*Among those who say their country should allow fewer or no immigrants, % who \_\_\_encouraging highly skilled people to immigrate and work in (our country)*



Source: Spring 2018 Global Attitudes Survey. Q53c.  
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## More than a third of U.S. immigrants are highly educated, ranking the country in middle of similar advanced economies with high immigration

Among surveyed countries, in only two – Canada and Australia – do highly educated immigrants make up the majority of the foreign-born population, based on analysis of 2015 government censuses and labor force surveys.<sup>2</sup>

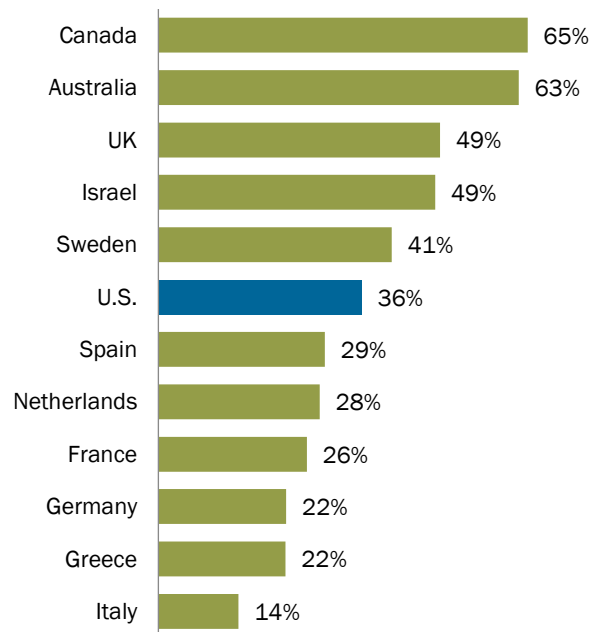
In the U.S., just over a third (36%) of immigrants ages 25 and older are college educated, ahead of Spain, Netherlands, France, Germany, Greece and Italy among the 12 countries, but behind the UK, Israel and Sweden.

Moving beyond surveyed countries, the share of the U.S. immigrant population with a college degree still ranks among the middle of 20 economically advanced countries that have 500,000 or more immigrants and populations that are about 10% or more foreign born (see [Appendix B](#) for more educational data by country).

It's important to note that while the *share* of college-educated immigrants in the U.S. trails those of some other countries, the U.S. is home to the largest *number* of college-educated immigrants in the world. As of 2015, the U.S. had some 14.7 million immigrants ages 25 and older with a postsecondary diploma or college degree. This is more than three times the number in Canada (4.4 million) and about four times as many as the UK (3.4 million). Other countries with high numbers of college-educated immigrants include Australia (3.0 million), Germany (2.0 million) and France (1.8 million).

### Roughly a third of all U.S. immigrants have a college degree, a lower share than in many other advanced economies

*% of country's foreign-born population, ages 25 and older, with a postsecondary diploma or degree, 2015*



Note: College-educated immigrants are those who have completed a postsecondary diploma or degree.

Source: Country censuses and surveys. See Methodology for complete list of data sources and years. See Appendix B for additional advanced economies.

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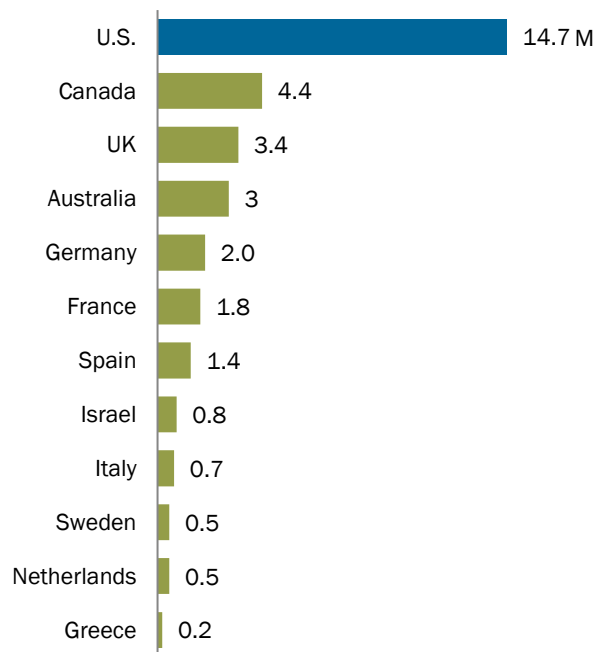
<sup>2</sup> The data in this report do not reflect the most recent flows of migrants. Instead, it shows how the cumulative effect of migration over several years has led to the educational attainment profile of total immigrant population living in these countries in 2015. Although some of these immigrants may have obtained their highest educational degrees in the destination country, many have not and arrived in their destination country with their current level of educational attainment. As a result, the profile of occupations occupied by immigrants may not match their education levels. However, it is assumed that a more highly educated population is also likely high-skilled. The origins of immigrants, their year of arrival and other characteristics could not be compared across all countries as these details were unavailable for some countries.

Despite trailing some other economically advanced countries, the U.S. immigrant population is **better educated than ever**, due in part to increased schooling in origin countries and a boost in high-skilled workers arriving from Asia and Africa.

Depending on country or region of origin, U.S. immigrant groups vary in their overall education levels. In 2015, fewer than one-in-ten (9%) Mexican immigrants ages 25 and older – the largest origin immigrant group in the U.S. – are college-educated. By contrast, more than half of immigrants from China (52%) and India (80%), the next two largest origin groups in the U.S., have a postsecondary education. Meanwhile, many **sub-Saharan African immigrants** in the U.S. are highly educated, often exceeding average education levels in the U.S.

### U.S. has more college-educated immigrants than other economically advanced countries

*Number of immigrants ages 25 and older with a postsecondary diploma or degree, in millions, 2015*



Note: College-educated immigrants are those who have completed a postsecondary diploma or degree.

Source: Country censuses and surveys. See Methodology for complete list of data sources and years. See Appendix B for additional advanced economies.

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## How highly educated immigrants enter and stay in the U.S.

There are several ways for highly educated immigrants to enter the United States. Each year, thousands of highly educated foreigners temporarily work in the U.S. under the federal government's [Optional Practical Training \(OPT\) program](#) and [H-1B visa](#) programs, the two largest sources of temporary, highly educated immigrant workers. Other highly educated immigrants enter or stay in the U.S. as lawful permanent residents, or immigrants with “green cards” (some of whom entered through family reunification visas).

There were nearly 1.5 million foreign graduates of U.S. colleges and universities who obtained authorization to remain and work in the U.S. through the Optional Practical Training between 2004 and 2016. The OPT program was [developed](#) to allow foreign students studying in the U.S. under student, or F-1, visas to gain practical work experience after graduating from a U.S. college or university. There are no limits on the number of foreign student graduates that can participate in the program. OPT participants can work between 12 and 36 months after graduation, depending on whether they have a STEM (science, technology, engineering or math) degree.

Between 2004 and 2016, there were about 1.5 million initial approvals in the [H-1B visa program](#), the primary way that companies in the U.S. hire highly educated foreign workers, with most entering the U.S. from abroad. These are temporary visas that are awarded to employers on a first-come, first-served basis, with applications accepted each year beginning in April. H-1B visas are issued for up to six years and are renewable if the H-1B visa holder has a pending permanent residency (green card) application filed.

The U.S. government granted more than 14 million [green cards](#) from fiscal years 2004 to 2016 for [lawful permanent residence](#) based on a complex system of [admission categories and numerical quotas](#). The majority (66% in fiscal 2017) went to immigrants who are sponsored by family members – either immediate family or other relatives of U.S. citizens – and a further 13% went to refugees or asylum seekers. There is no educational requirement for people applying as a family member of a U.S. citizen or coming into the country as a refugee or asylum seeker. Employment-related categories (including those with employment-based green cards, workers' family members and those previously sponsored under the H-1B visa program) accounted for 12% of 2017 issued green cards. There is a limit on the number of family-sponsored and employment-based green cards that can be issued to immigrants from any one country in a fiscal year ([currently set at no more than 7%](#)). This has contributed to [long wait times](#) for certain nationalities, such as Indians or Mexicans, with these potential immigrants waiting for up to 10 years or more for their green cards, depending on the admission category.



## Decades-long government policies have influenced the educational profiles of immigrants

Migration policies, along with factors such as [geographic proximity](#) and [education levels](#) of source countries, often shape the educational profile of foreign-born populations.

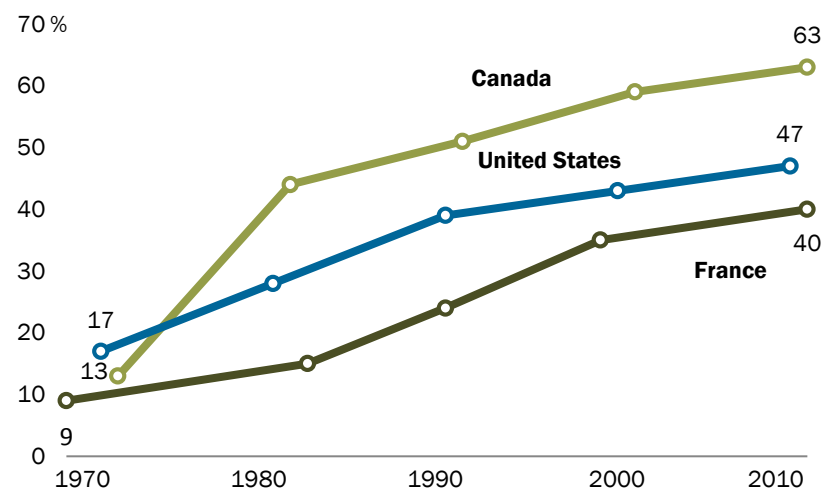
In Canada, for example, immigration rules changed to a largely [points-based system](#) with the 1967 Immigration Act, favoring immigrants with more education in conjunction with other characteristics like age and language ability. After more than a decade under the act, the share of immigrants having some college education or more rose from 13% in 1971 to 44% in 1981. After more than four decades using an immigration system based [more on merit](#), nearly two-thirds (63%) of immigrants in Canada ages 25 and older had some postsecondary education.

By contrast, several European countries such as France pursued [immigration policies](#) decades ago that were not

entirely dependent on educational criteria, but meant to attract migrant workers. Most migrants to France in the 1960s and 1970s arrived as “temporary” migrants, often as laborers. Many remained and were later joined by family members. The share of immigrants in France with some college education has risen from about 9% in the early 1970s to 40% after 2010. This increase has not been as rapid nor risen as high as in Canada.

### Since adopting a points-based immigration system, Canada has outpaced the U.S. and France in share of immigrants who are college-educated

*% of foreign-born population ages 25 and older with some college education or more*



Note: Some college is any postsecondary education beyond secondary school, regardless of completion.

Source: Country censuses and surveys (IPUMS International). See Methodology for complete list of data sources and census years.

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The U.S. approach differs from other immigration systems. Most [lawful permanent residents](#) enter as family members and largely have no educational requirements for entry into the U.S.<sup>3</sup> Also, about a quarter, or [10.7 million](#), of the United States' immigrant population is unauthorized, and these immigrants are generally [less educated](#) than those in the country legally.

But education *is* a factor for the entry of some groups arriving temporarily. For example, the U.S. offers a limited number of temporary [employment-based programs](#) for high-skilled workers. And the U.S. has a tradition of admitting a high number of [international students, some of whom can remain](#) in the country temporarily [as workers](#) until they apply for permanent residency or return to their home country.

Educational attainment of U.S. immigrants [is rising](#) (17% with some college in 1970, 47% in 2010). This trend may continue. The Trump administration, along with some Republican members of Congress, have called for new immigration laws that favor more highly educated migrants through a more [merit-based program](#).

The U.S. is not alone in encouraging immigration by those who are highly educated and highly skilled. Countries in the European Union, for instance, have been actively promoting the [Blue Card program](#), which encourages highly educated and skilled immigrants to come to the EU.<sup>4</sup> And Australia continues to operate its [points-based systems](#).

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<sup>3</sup> The [diversity visa program](#) also has a requirement of secondary school completion or two years of recent work experience.

<sup>4</sup> The UK, Denmark and Ireland do not participate in this program.

## Unlike in many other countries, immigrants in the U.S. on average have less education than the native-born population

In several advanced economies, the share of immigrants with a postsecondary diploma or degree is about the same or higher as the native born. In Israel and the UK, for example, the share of foreign-born populations with a college education is more than 10 percentage points higher than among native-born populations. In Canada and Australia, single-digit differences in the share with a college education separate the foreign born from the native born. In Sweden, Italy and Spain, the share with a postsecondary diploma or degree is about the same (plus or minus 1 percentage point) in the foreign- and native-born populations.

Meanwhile, in the U.S., 40% in the native-born population have a postsecondary diploma, a higher share than among U.S. immigrants. In some European countries, the gap between the share of immigrants and native born with a college education mirrors that in the United States. In France, the Netherlands, Germany and Greece, native-born populations are more highly educated than their respective immigrant populations.

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### Immigrants in several countries are more highly educated than the native born

*% of adults 25 years and older with a postsecondary diploma or degree in 2015, by nativity*

	Foreign-born population	Native-born population	Pctg. point difference
Israel	49	35	14
UK	49	37	12
Canada	65	60	4
Australia	63	59	4
Sweden	41	40	1
Italy	14	15	-1
Spain	29	31	-1
France	26	30	-3
<b>U.S.</b>	<b>36</b>	<b>40</b>	<b>-4</b>
Netherlands	28	33	-5
Germany	22	28	-5
Greece	22	31	-9

Note: Differences are rounded after subtraction of unrounded percentages. College education is the completion of a postsecondary diploma or degree.

Source: Country censuses and surveys. See Methodology for complete list of data sources and years. See Appendix B for additional advanced economies.

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## Survey methodology

### About Pew Research Center's Spring 2018 Global Attitudes Survey

Results for the survey are based on telephone and face-to-face interviews conducted under the direction of D3 Systems Inc., Kantar Public UK, Kantar Public Korea and Langer Research Associates. The results are based on national samples unless otherwise noted. More details about our international survey methodology and country-specific sample designs are [available here](#).

### [Detailed information on survey methods for this report](#)

### [General information on international survey research](#)

## Educational attainment methodology

Data on the educational attainment level of populations for advanced economies ([International Monetary Fund's 2015 list](#)) with immigrant populations of 500,000 or more and an immigrant share of about 10% or greater in 2015 are based on United Nations [data](#). Education data were collected and harmonized between 2016 and 2018.<sup>5</sup> Data used in this report were obtained from publicly available online sources, micro-data approved for use by Pew Research Center, and customized tabulations provided by national statistical offices.

Unless otherwise noted, figures in this report are based on 2015 populations ages 25 years and older. Also, in most countries, [International Standard Classification of Education \(ISCED\) 2011](#) education levels are used for categorizing educational attainment. Categories include level 2 or lower (less than secondary), 3 (secondary) and 4 or higher (postsecondary). Below is a list of data sources for each country, as well as country-specific assumptions.

Respondents in censuses and surveys not indicating their place of birth or education level are not included.

Immigrants are those born outside of the country, even if they were born to citizen parents living outside of the country or born in territories outside of these countries (for example, American citizens in Puerto Rico, UK citizens born in UK territories, French citizens born in French overseas departments).

Most data are from 2015, but data were unavailable for some countries for that year. Since characteristics of migrant populations do not change dramatically in a single year, slight differences in years are assumed to be minor.

### Australia

Australia Survey of Education and Work (2015) accessed as customized tables provided by the [Australian Bureau of Statistics](#). “Year 11 or under” is considered *less than secondary*. “Year 12 or equivalent” is considered *secondary*. “Advanced diploma/Diploma/Certificate III & IV” and “Bachelor degree or higher” is considered *postsecondary*. The analysis in this report for Australia covers adults ages 25 to 74.

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<sup>5</sup> Hong Kong was not included as most of its immigrants are from China; they are considered by some as not being international migrants.

## Austria

Labor Force Survey (2015) education-level shares from [Eurostat micro-data](#) applied to foreign-born and native-born population counts in 2015 from the United Nations Population Division (2017 revision of [World Population Prospects](#) for 2015 population numbers, 2017 revision of [UN migrant stock](#) estimates for 2015).

## Belgium

Labor Force Survey (2015) education-level shares from [Eurostat micro-data](#) applied to foreign-born and native-born population counts in 2015 from the United Nations Population Division (2017 revision of [World Population Prospects](#) for 2015 population numbers, 2017 revision of [UN migrant stock](#) estimates for 2015).

## Canada

Labor Force Survey (2016) accessed as customized data tables provided by [Statistics Canada](#). “No certificate” is considered *less than secondary*. “High school completed” and “High school graduate, some postsecondary” is considered *secondary*. “Postsecondary certificate, diploma or degree” is considered *postsecondary*.

Decennial figures are from the Canadian census provided via [IPUMS International](#) for years 1971, 1981, 1991, 2001 and 2011.

## Denmark

Population register (2015) from [Statistics Denmark](#), accessed as online tables in June 2018. “Primary education” is considered *less than secondary*, “Upper secondary education” is considered *secondary*, “Vocational Education and Training, Qualifying educational programmes, short cycle higher education, vocational bachelors educations, bachelors programmes, masters programmes, PhD programmes” is considered *postsecondary*. The analysis in this report for Denmark covers adults ages 25 to 69.

## France

Labor Force Survey (2015) education-level shares from [Eurostat micro-data](#) applied to foreign-born and native-born population counts in 2015 from the United Nations Population Division (2017 revision of [World Population Prospects](#) for 2015 population numbers, 2017 revision of [UN migrant stock](#) estimates for 2015). Those living in French Overseas Departments are not included in figures. In the [Labor Force Survey](#) those born outside of France, even in overseas departments, are categorized as immigrants.

Decennial figures are from French censuses via [IPUMS International](#) for years 1968, 1982, 1990, and 1999. The year 2011 is based on combined data for 2009 to 2013, but unlike other years, includes those born in overseas departments.

### Germany

Publicly available education shares (2015) from [Eurostat](#) based on Germany's Labor Force Survey were applied to foreign-born and native-born population counts in 2015 from the United Nations Population Division (2017 revision of [World Population Prospects](#) for 2015 numbers, 2015 revision of [UN migrant stock](#) estimates). "Less than primary, primary and lower secondary education" (ISCED 2011 levels 0 to 2) is considered *less than secondary*. "Upper secondary and postsecondary non-tertiary education" (ISCED 2011 levels 3 and 4) is considered *secondary*. "Tertiary completed (ISCED 2011 levels 5 to 8) is considered *postsecondary*. The analysis in this report for Germany covers adults ages 25 to 74.

### Greece

Labor Force Survey (2015) education-level shares from [Eurostat micro-data](#) applied to foreign-born and native-born population counts in 2015 from the United Nations Population Division (2017 revision of [World Population Prospects](#) for 2015 population numbers, 2017 revision of [UN migrant stock](#) estimates for 2015).

### Ireland

Labor Force Survey (2015) education-level shares from [Eurostat micro-data](#) applied to foreign-born and native-born population counts in 2015 from the United Nations Population Division (2017 revision of [World Population Prospects](#) for 2015 population numbers, 2017 revision of [UN migrant stock](#) estimates for 2015).

### Israel

Israel Labor Force Survey (2015) accessed as customized tables of population estimates provided by [Israel's Central Bureau of Statistics](#). Education levels based on ISCED 1997.

### Italy

Labor Force Survey (2015) education-level shares from [Eurostat micro-data](#) applied to foreign-born and native-born population counts in 2015 from the United Nations Population Division (2017 revision of [World Population Prospects](#) for 2015 population numbers, 2017 revision of [UN migrant stock](#) estimates for 2015).



## Netherlands

Labor Force Survey (2015) education-level shares from [Eurostat micro-data](#) applied to foreign-born and native-born population counts in 2015 from the United Nations Population Division (2017 revision of [World Population Prospects](#) for 2015 population numbers, 2017 revision of [UN migrant stock](#) estimates for 2015).

## New Zealand

New Zealand census (2013) accessed as customized tables provided by [Statistics New Zealand](#) for reuse under the Creative Commons Attribution 3.0 New Zealand license. “No qualification” is considered *less than secondary*. “School qualification” is considered *secondary*. “Vocational qualification and university” is considered *postsecondary*.

## Norway

Population register (2015) data from [Statistics Norway](#), accessed as online tables in October 2016. “No education” is considered *less than secondary*. “Upper secondary education” is considered *secondary*. “Tertiary vocational education, higher education long and short” is considered *postsecondary*.

## Singapore

Singapore census (2010) accessed as customized tables provided by the [Singapore Department of Statistics](#). Highest qualification achieved of “no qualification, primary, lower secondary” considered as *less than secondary*. “Secondary” considered *secondary*. “Postsecondary, polytechnic, professional qualification and other diploma and university” considered *postsecondary*. Figures do not include non-permanent migrants, a population that could result in an additional population of a million or more. The analysis in this report for Singapore covers non-students ages 15 and older.

## Spain

Labor Force Survey (2015) education-level shares from [Eurostat micro-data](#) applied to foreign-born and native-born population counts in 2015 from the United Nations Population Division (2017 revision of [World Population Prospects](#) for 2015 population numbers, 2017 revision of [UN migrant stock](#) estimates for 2015).

## Sweden

Population register (2015) from [Statistics Sweden](#), accessed as online tables in October 2016. ISCED 1997 categories of “1 and 2” considered less than secondary, “3C and 3A” considered

secondary and “4 or higher” considered postsecondary. The analysis in this report for Sweden covers adults ages 25 to 74.

### **Switzerland**

Labor Force Survey (2015) education-level shares from [Eurostat micro-data](#) applied to foreign-born and native-born population counts in 2015 from the United Nations Population Division (2017 revision of [World Population Prospects](#) for 2015 population numbers, 2017 revision of [UN migrant stock](#) estimates for 2015).

### **United Kingdom**

Labor Force Survey (2015) education-level shares from [Eurostat micro-data](#) applied to foreign-born and native-born population counts in 2015 from the United Nations Population Division (2017 revision of [World Population Prospects](#) for 2015 population numbers, 2017 revision of [UN migrant stock](#) estimates for 2015).

### **United States**

The 2015 figure is from the American Community Survey (2015) accessed via [IPUMS](#). “No schooling” through “12th grade, no diploma” is considered *less than secondary*. “Regular high school diploma, GED, some college, 1 or more years of college credit, but no degree” is considered *secondary*. “Associate’s, Bachelor’s, Master’s, professional and Doctoral degree” is considered *postsecondary*. Person weights provided by IPUMS used to compute population counts by nativity and education levels.

Decennial figures are from the U.S. decennial census provided via [IPUMS International](#) for years 1970, 1980, 1990, 2000 and 2010. Postsecondary technical education considered some college.

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## Appendix B: Detailed demographic tables

### Support for high-skilled immigration

*% who support (country) encouraging highly skilled people to immigrate and work in (country), by demographic group*

	TOTAL	Age				Education*			Income**		
		18-29	30-49	50+	Youngest-oldest gap	Less	More	Diff	Lower	Higher	Diff
	%	%	%	%		%	%		%	%	
Australia	79	90	78	74	<b>+16</b>	73	88	<b>+15</b>	76	82	+6
Canada	84	89	85	82	+7	77	89	<b>+12</b>	80	88	<b>+8</b>
France	68	70	69	66	+4	58	78	<b>+20</b>	58	75	<b>+17</b>
Germany	81	79	80	82	+3	78	88	<b>+10</b>	78	85	<b>+7</b>
Greece	54	68	57	48	<b>+20</b>	51	63	<b>+12</b>	44	63	<b>+19</b>
Israel	42	43	46	35	+8	41	43	+2	39	44	+5
Italy	35	45	38	30	+15	33	44	+11	31	38	+7
Netherlands	61	72	61	57	<b>+15</b>	56	68	<b>+12</b>	55	65	<b>+10</b>
Spain	67	71	68	65	+6	63	77	<b>+14</b>	64	72	<b>+8</b>
Sweden	88	87	90	86	+1	85	92	<b>+7</b>	85	90	+5
UK	85	87	90	83	+4	83	93	<b>+10</b>	81	92	<b>+11</b>
U.S.	78	86	78	75	+11	75	83	<b>+8</b>	75	82	<b>+7</b>

\*For the purpose of comparing educational groups across countries, we standardize education levels based on the UN's International Standard Classification of Education (ISCED). Less education is secondary education (ISCED 0 to 3) or below and more education is postsecondary or above (ISCED 4 or higher).

\*\*Respondents with a household income below the approximate median are considered lower income. Those with an income at or above the approximate country median are considered higher income.

Note: Statistically significant differences in **bold**.

Source: Spring 2018 Global Attitudes Survey. Q53c.

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## Foreign- and native-born populations by education level

% in each population ages 25 years and older, 2015

	FOREIGN-BORN			NATIVE-BORN		
	Less than secondary	Secondary	Postsecondary	Less than secondary	Secondary	Postsecondary
Australia	20	16	63	27	14	59
Austria	28	41	31	19	52	29
Belgium	43	28	29	32	34	34
Canada	13	22	65	15	24	60
Denmark	34	25	41	26	39	35
France	46	28	26	28	42	30
Germany	33	44	22	10	62	28
Greece	43	34	22	42	27	31
Ireland	12	25	63	32	22	46
Israel	21	31	49	23	42	35
Italy	45	41	14	51	33	15
Netherlands	31	41	28	29	38	33
New Zealand	14	44	41	25	46	29
Norway	27	31	42	22	44	34
Singapore	31	12	57	33	21	46
Spain	40	30	29	53	17	31
Sweden	22	37	41	14	47	40
Switzerland	26	36	39	10	54	36
UK	19	31	49	25	38	37
United States	28	36	36	9	51	40

Note: Less than secondary includes no education through incompleteness of secondary school (ISCED 2011 levels 2 and less). Secondary is the completion of secondary school (ISCED 2011 level 3). Postsecondary is any education beyond secondary school, regardless of completion or type of program (ISCED 2011 levels 4 and higher). Countries are International Monetary Fund advanced economies with 500,000 or more foreign-born persons accounting for about 10% or more of the national population in 2015 (based on [United Nations](#) data). Singapore figures do not include immigrants that are nonpermanent residents.

Source: Country censuses and surveys. See Methodology for complete list of data sources and years.

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## Share foreign born, by education level

*% foreign born ages 25 years and older, 2015*

	<b>Less than secondary</b>	<b>Secondary</b>	<b>Postsecondary</b>
Australia	28	38	35
Austria	26	16	21
Belgium	15	10	10
Canada	25	25	29
Denmark	13	7	12
France	22	11	14
Germany	36	11	12
Greece	13	16	9
Ireland	7	19	22
Israel	26	23	36
Italy	9	13	10
Netherlands	15	15	12
New Zealand	20	29	38
Norway	19	12	19
Singapore	25	17	31
Spain	11	22	13
Sweden	29	16	20
Switzerland	58	26	36
UK	12	13	19
U.S.	42	14	17

Note: Less than secondary includes no education through completion of secondary school (ISCED 2011 levels 2 and less). Secondary is the completion of secondary school (ISCED 2011 level 3). Postsecondary is any education beyond secondary school, regardless of completion or type of program (ISCED 2011 levels 4 and higher). Countries are International Monetary Fund advanced economies with 500,000 or more foreign-born persons accounting for about 10% or more of the national population in 2015 (based on United Nations data). Singapore figures do not include immigrants that are nonpermanent residents.

Source: Country censuses and surveys. See Methodology for complete list of data sources and years.

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# Topline Questionnaire

**Pew Research Center  
Spring 2018 Survey  
January 22, 2019 Release**

## Methodological notes:

- Survey results are based on national samples. For further details on sample designs, see Methodology section and our [international survey methods database](#).
- Due to rounding, percentages may not total 100%. The topline “total” columns show 100%, because they are based on unrounded numbers.
- Not all questions included in the Spring 2018 survey are presented in this topline. Omitted questions have either been previously released or will be released in future reports.



		Q53c. Thinking about immigration, would you support or oppose (survey country) ____? c. encouraging highly skilled people to immigrate and work in (survey country)			
		Support	Oppose	DK/Refused	Total
United States	Spring, 2018	78	19	3	100
Canada	Spring, 2018	84	14	2	100
France	Spring, 2018	68	31	1	100
Germany	Spring, 2018	81	18	2	100
Greece	Spring, 2018	54	42	4	100
Italy	Spring, 2018	35	50	15	100
Netherlands	Spring, 2018	61	36	4	100
Spain	Spring, 2018	67	31	1	100
Sweden	Spring, 2018	88	11	2	100
United Kingdom	Spring, 2018	85	12	3	100
Australia	Spring, 2018	79	19	2	100
Israel	Spring, 2018	42	51	7	100