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and



Appendices I – IV

of

Draft Final Report to

**Office of the Minister for Integration and the Department
of Education & Science**

**Development of a National English Language Policy and
Framework for Legally-Resident Adult Immigrants**

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CONTENTS

1	Appendix I Glossary and Acronyms	1
2	Appendix II Summary and Comparison.....	5
2.1	Summary.....	6
2.2	Comparison	17
3	Appendix III Common Basic Principles on Immigrant Integration in the EU ..	22
4	Appendix IV Survey	24



1 Appendix I Glossary and Acronyms

Acronyms:

ACELS	The Advisory Council for English Language Schools
AEI	Adult Education Guidance Initiative
BAMF	The <i>Bundesamt für Migration und Flüchtlinge</i> (Federal Agency for Migration and Refugees)
BTEI	Back To Education Initiative
CLBA	Canadian Language Benchmark Assessment Centre
CSF	Community Support Framework
DES	Department of Education and Science
DETE	Department of Enterprise Trade and Employment
DIUS	Department of Innovation, Universities and Skills
EC	European Community
ENIC/NARIC	European National Information Centre/National Academic Recognition Information Centre
ESRI	Economic and Social Research Institute
EURES	European Employment Services
FAS	Foras Áiseanna Saothair
FETAC	Further Education and Training Awards Council
FGS	Farrell Grant Sparks
HSE	Health Service Executive
IB-Groep	Informatie Beheer Groep
IBEC	Irish Business and Employers Confederation
IDA	Industrial Development Agency
IILT	Integrate Ireland Language and Training
ISAP	Immigration Settlement and Adaptation Program

IVEA	Irish Vocational Education Association
LINC	Language Instruction for Newcomers to Canada
MEI RELSA	Marketing English in Ireland Recognised English Language Schools Association
NALA	National Adult Literacy Agency
NCCRI	National Consultative Committee on Racism and Interculturalism
NCGE	The National Centre for Guidance in Education
NDP	National Development Plan
NFQ	National Framework of Qualifications
NGO	Non-Governmental Organisation
NMS	New Member States
NPAR	National Action Plan Against Racism
NRP	National Reference Point
NQAI	National Qualifications Authority of Ireland
NZQA	New Zealand Qualification Authority
OECD	Organisation for Economic Co-operation and Development
OMI	The Office of the Minister for Integration
PLC	Post Leaving Cert Course
QCA	Qualification and Curriculum Authority
RIA	Reception and Integration Agency
SFADCo	Shannon Free Airport Development Company
SPIRASI	Spiritan Asylum Services Initiative
SWI	Swedish for Immigrant
VEC	Vocational Education Committee

VTOS Vocational Training and Opportunities Scheme

WIN Wet Inburgering Nieuwkomers

Terms:

EFL English as a Foreign Language

ELT English Language Teaching

ESL English as a Second Language

ESOL English for Speakers of Other Languages

IELTS International English Language Testing System

IRAP Immigration and Refugee Protection Act

TEFL Teaching English as a Foreign Language

TESL Teaching English as a Second Language

TESOL Teaching English to Speakers of Other Languages



2 Appendix II Summary and Comparison

2.1 Summary

	United Kingdom	Austria
Background and Legal Framework	<p>The Commonwealth Immigrants Act of 1962 and the Commonwealth Act of 1968 restricted the rights of citizens from the Commonwealth of Nation countries to migrate to the UK by only permitting those with government issued employment vouchers to settle in the UK. As a reaction to racial violence at that time, the government established the Commission for Racial Equality in 1976. By the 1980's the UK immigration policy was marked by two strands: strict controls on entry and protection of ethnic minority rights. The UK integration system has focused mainly on the integration of ethnic minorities. In February 2008, due to the increasing number of immigrants moving to the UK, the UK reformed its integration system by introducing a point system, in order to restrict immigration focusing especially on labour migration.</p>	<p>In the early 1990's Austria introduced a federal immigration quota to restrict and manage immigration. In 2000 the Austrian Government passed a law which obliges immigrants to conclude an integration agreement if they wish to remain in Austria longer than six months. The integration agreement obliges immigrants to attend a German language course.</p>
Organisational Structure of Language Provision	<p>All immigrants have to gain 65 points to be allowed immigrate into the UK. The point system is administered by the Home Office and aims at the promotion of highly skilled immigration to the UK. There are 5 tiers, namely Highly skilled, Skilled workers with a job offer, Low skilled workers filling specific temporary labour shortages, students and Youth mobility and temporary workers. In the case that the immigrant does not have the required proficiency level in English to take the Life in the UK Test, the immigrant can take English for Speakers of other Languages courses in schools and centres which are situated all over the UK. The central administration of the ESOL course system is done by the Department for Innovation, Universities and Skills (DIUS). The immigrant has to show that they have moved up ESOL level in order to be eligible for a permanent residence permit. Each level of the ESOL courses consist on average of 200 to 450 hours of tuition depending on the level of language skills of the</p>	<p>The integration system is based upon a voucher approach, which is implemented by the Austrian Integration Fund and is financed by the Federal Ministry of the Interior. The course provider must have two years experience in vocational training in languages and has to employ teachers who have a diploma in German as a second language and at least one-year experience. Before the immigrant begins the course, the provider conducts a language proficiency test, on the basis of this the provider determines the required number of hours the immigrant needs to reach the target level of A2. This is noted on the voucher, as well as when the course begins and ends. At the end of the course a multisection confirmation of participation is produced. The maximum hours available are 300 with an additional 75 for persons with a low educational background. All courses end with a standardised mandatory test. The provision of childcare is left to the municipalities or the course providers but its provision in the case of the course providers can be financed via the voucher system.</p>

	United Kingdom	Austria
	student.	
Financing of the Language courses	As ESOL enrolments have tripled in the last years, government spending cannot keep up with the increase in demand. The DIUS suggests that the support for the 50% of the learners eligible for full fee remission and financial help will continue while the others will pay up to a maximum of 37.5% increasing each year up to 50% by 2010. Currently ESOL courses are funded with €397 million by the DIUS.	The participant pays the course provider directly. The course provider sets the price which varies between €300 and €1800. If the immigrant finishes the course within two years the AIF refunds 50% of the course fee. In 2003 the estimated budget for integration courses was approximately €5.5 million.
Quality Assurance and Controlling	Annually the Qualification and Curriculum Authority (QCA) produces standard reports which monitor the performance and the outcomes of the accredited bodies. For the Life in the UK Test no quality assurance and controlling system has been established yet.	No Quality assurance system in place. Course providers are instructed to conduct internal evaluations but are not obliged to do so.
Incentive Structures and Sanctioning	For all immigrants who want to settle permanently in the UK, an ESOL course or a Life in the UK Test is mandatory. An ESOL course or the Life in the UK Test is a prerequisite for naturalisation.	The main incentive for the immigrant to complete the course within the given timeframe is the possibility of a refund of fees. The successful completion of a language course facilitates the granting of a permanent residence permit. A fine of €200 will be levied in the case of non-attendance of the course.
Course Contents and Pedagogical Approaches	The content of the ESOL courses have been developed by the QCA in cooperation with the DIUS. The curriculum also includes the culture and life in the UK. The courses end with an exam. There is no official prescription regarding material used in ESOL courses. The questions on the Life in the UK Test are on culture, political system and life in the UK.	The AIF provides a mandatory framework curriculum. The course material and didactical approaches are left to the discretion of the teachers. The content of the language proficiency test is left to the discretion of the course providers.
Integration into the Labour Market	In September 2007 a new range of ESOL courses were introduced, namely ESOL for Work Qualifications. In February 2008 the points system was introduced which links the granting of permission to enter the UK with the labour market needs of the UK	The integration of immigrants into the labour market is an indirect aim of the integration courses. The language courses within their curriculum teach employee rights and the role of the trade unions in Austria.

	Denmark	Germany
Background and Legal Framework	<p>The implementation of the Danish immigration framework began with the 1999 Act on Integration, which for the first time legally regulated integration provisions. A consequence of this Act was a 3-year long "introduction programme" for all new immigrants and refugees who are 18 or older and are eligible for a residence permit. The Act was amended in 2001 resulting in further restrictions to the provisions concerning family reunion and the immigration of refugees. In 2004 the Danish parliament adopted legislation regarding Danish courses for immigrants, which regulates the supply of Danish courses for immigrants, refugees and other relevant groups.</p>	<p>In 2000 the citizenship law was reformed enabling children of non-nationals to acquire a dual citizenship until their 18th birthday. A new immigration Act came into force in 2005. Under the Immigration Act, immigrants who already are in the possession of a permanent residence permit of 18 months or longer or have received a residence permit of 12 months or longer are entitled to enrol in a language course. Immigrants who possess an academic degree and are employed are not entitled to a language course. Another group who are called <i>Spataussiedler</i>, immigrants from Central and East Europe as well as Russia who possess German ancestors. There are only 3 groups who are obliged to attend the language course, namely, immigrants who do not possess a sufficient language proficiency in German, Immigrant & non-nationals who receive welfare benefits and non-nationals who are in "need of integration".</p>

	Denmark	Germany
Organisational Structure of Language Provision	<p>The Danish integration system is decentralised. The municipalities are responsible for the licensing procedures and control of the language providers. The Danish ministry of Integration regulates the number of language providers, the supply of the language provision, the examinations and their accreditation procedures. The teachers must have a university degree to be able to conduct a language course. In a move to boost efficiency, lower costs and raise the quality of the courses the Act on Integration granted the municipalities permission to run a tendering procedure. Courses must be offered in a timely fashion (within 4 weeks of application), locally and must allow immigrant to combine their work/education schedule with the course. Therefore course providers must offer morning, afternoon and evening classes and distance learning. A 3-year introduction programme aims to integrate newly arrived and legally resident immigrants into the labour market. Within a month of arrival, each immigrant concludes an individual contract with the municipality in which they agree the length and the content of the integration programme. Attendance at the agreed programme is mandatory for the recipients of the introduction allowance. All courses end with a standardised examination. There are no fixed amount of hours or no target competency level. The average amount of hours taken by immigrants is reported to be 2,000. Childcare facilities are not offered by course providers but participants can utilise the state-owned kindergartens.</p>	<p>The Federal Agency for Migration and Refugees (BAMF) is responsible for the accreditation of the course providers and the accreditation of language teachers. From 2010 onwards only teachers with a diploma in German as a second language or German as a foreign language are allowed to teach language courses. Immigrants can be committed to participate in language courses by different administrative procedures depending on the group to which they belong. Immigrants and non-nationals who receive welfare benefits can be committed to participate in language courses. The language courses consist of a 600 hour language course and a 45 hour citizenship course. Course providers offer specialised language courses for women, people with a low educational background and adolescents. Each course provider should perform a standardised language proficiency test in order to determine the language proficiency of the immigrant. The target level for all language course is B1. The provision of childcare facilities is only mandated by law for <i>Spataussiedler</i>.</p>

	Denmark	Germany
Financing of the Language courses	The introduction programme is financed by the Danish State via a refund scheme with the municipalities. The Danish State refunds 75% of the introduction allowance to the municipalities while the rest of the components of the introduction programme are financed via 3 different components; public subsidies, programmes subsidies and success bonuses. Language providers are reimbursed by the municipalities with a so-called <i>Modultakst</i> when a participant successfully completes a module with the respective test. For all other participants in the language courses, who are not in the introduction programme, the Danish State refunds the municipalities with €4.80 per hour for those participants. Language teachers are paid according to national wage/labour agreements. In 2002 the total costs of the Danish integration system amounted to €543 million but in 2006 these costs decreased to €154.5 million.	The BAMF pays each course provider: €2.05 per hour for each participant of a language course, however the amount for 15 persons is always paid if participants drop out; €12.50 for each conducted language proficiency test; €7 administrative charge per course participant; €44.65 for each conducted language exam participant; €5 for each conducted civic exam per participant. Some immigrants and non-nationals have to pay a contribution of €1 per course hour to the BAMF. Travelling costs can be subsidised by the BAMF if no local supply of courses exist and the immigrant or non-national is obliged to participate in a language course. Language teachers in Germany are paid approximately €17 per hour. The total budget for the integration system in Germany amounts to €155 million for 2008.
Quality Assurance and Controlling	Quality assurance and control takes place through performance measurement of each single course provider as well as through centrally organised examinations run by the Danish State.	The BAMF operates quality assurance and controlling systems for the course providers and participation by immigrants or non-nationals on language courses. Every participant and every absence of a participant must be notified to the BAMF as well as each conducted course
Incentive Structures and Sanctioning	An incentive for immigrants is the support requirement for family reunification is halved on completion of a Danish language course and a Danish language course is a pre-condition for a permanent residence permit in Denmark. Sanction of migrants for non-attendance at a course is the denial of a permanent residence permit and a reduction of 30% of the introduction allowance for the participants in the introduction programme.	Immigrants and non-nationals who successfully complete the language course and civic course in the necessary residence time in order to be naturalised is reduced from 8 to 7 years. If an immigrant/non-national, committed by the alien agency to participate in a language course, infringes the obligations put forward by the alien agency, the alien agency can summon the immigrant after several written warnings. The alien agency can refuse the immigrant a permanent residence permit if they have infringed their obligations. On notification of infringements the employment agency can reduce welfare benefits by 10%. The employment agency are enabled to shorten benefits by 30%, 60% and completely if the infringements persist. Immigrants who have to contribute €1 per hour will be refunded 50% of the costs from the BAMF if they complete

	Denmark	Germany
		the language course within 2 years.
Course Contents and Pedagogical Approaches	The curriculum has to incorporate specific topic that are prescribed by the ministry. The ministry gives recommendations regarding the didactical approaches and the material to be used in the courses but the language providers have the scope to design their own courses.	The didactical methods and the content of the language courses are left to the discretion of the course providers. The BAMF has issued recommendations with regard to all aspects of the language and civic courses.
Integration into the Labour Market	Measures for integration into the labour market, within the context of the introduction programme, consist of 3 parts; counselling and qualification, Internships and subsidised employment.	The goal of the language and civic courses in Germany is to familiarise immigrants and non-nationals with the German language as well as German culture and history. The courses are mainly viewed by the employment agencies as a stepping-stone for further vocational training.

	The Netherlands	Sweden
Background and Legal Framework	Immigrants have to pass a language course and a civic test before they are allowed to immigrate to the Netherlands. The new 2007 WIN law states that all immigrants, who do not have an 8 year Dutch school education and are between 16 and 65 years are obliged to take a language course. The language courses consist of 750 hours for those learners with a low education background and 450 hours for more advanced learners. The integration system targets special groups of immigrants namely immigrants who obtain welfare benefits and parents with children under 18.	In 1970 the Swedish Government decided to offer free language courses, consisting of 240 hours, to immigrants. In 1975, the Swedish State formulated an active immigration policy along three pillars. 1986 marked a break in Swedish integration policy as the Swedish State introduced a new system of language courses and transferred the competences of these "Swedish for Immigrants" (SFI) courses to its municipalities. All immigrants and refugees who are older than 16 and have a residence permit for at least 12 months are eligible for the SFI courses but only immigrants who either receive an introduction allowance or apply for asylum are obliged to take the courses. The SFI offer courses for immigrant who have a low educational background. In 1997 the legislative proposal "Sweden, the Future and Diversity - from Immigrant Policy to Immigration Policy" was passed by the Swedish parliament. This legislation reoriented Sweden's immigrant from an immigration policy to an integration

	The Netherlands	Sweden
		policy. The <i>Integrationsverket</i> a national integration agency which is responsible for the coordination of all integration measures at the national level. In 2001 new legislation on citizenship was introduced.
Organisational Structure of Language Provision	The core of the Dutch integration system is a database which consists of data relating to immigrants. From this data the municipalities can choose from special target groups for introductory interviews. In this interview the immigrant has to complete a language proficiency test to determine what kind of language course they need. The municipalities are able to summon immigrants after 3.5 year or 5 years to verify if the prescribed language level has been reached. The accreditation system for course providers is administered at local level. Teacher qualifications are not prescribed but the course providers have to give reasons for the selection of their teachers. Childcare in general is not provided by the course providers.	The Swedish integration system is decentralised. The Integrationverket is responsible for the financing and coordination of the language courses, the transferability and quality of the language certificates through the conduct and design of the national standardised examinations. Childcare facilities are not provided by course providers as the participants can use the state-owned kindergartens. Accreditation of teachers is within the responsibility of the language course providers. The municipalities conduct random inspections to guarantee the qualifications of the teachers. Teachers need to have a certificate in Swedish as a second language to be able to teach the SFI courses. The course system is based upon an individual introduction programme, in the form of a contract between the municipality and the immigrant. The immigrant must choose a language provider and notify the municipality of the decision. The SFI courses are divided into 4 modules, Immigrants from a low education background, Intermediate educational background and advanced educational background. All SFI courses are free of charge and have a duration of 525 hours. All SFI courses conclude with a standardised examination to test if the participant has reached the objective of a B1 language proficiency.

	The Netherlands	Sweden
Financing of the Language courses	The immigrant must finance their own language course. To enable them to pay €6,000 annually the IB-Groep provides a credit system which supplies loans. Six months after their final examination immigrants must start paying back the loan. Special target groups only pay €270 and the rest is financed by the Dutch Government. In 2006 the total budget for the integration system amounted	Each municipality receives €53,000 independent of the number of immigrants living in the area. Each municipality receives the following amounts per immigrant participating, €17,700 (16 - 64 years), €10,900 (under 16 years) and €6,500 (above 64 years). The funds are calculated to span a 2 year period. Payment of course providers varies across the municipalities, some get paid for the hours an immigrant participates in the course, course providers also receive a guarantee payment of 80% in order to be able to conduct the courses when more than 20% of the participants drop out. In 2003 the cost for the fixed amount paid to the municipalities amounted to approximately €82,720,000.
Quality Assurance and Controlling	No systematised quality assurance and controlling system in place.	There is no existing quality assurance system in place. The Integrationsverket conducts random inspections but it has conceded that it does not possess a comprehensive evaluation system.
Incentive Structures and Sanctioning	Immigrants who successfully complete their language courses within the prescribed time period are eligible for a 70% refund of the cost they incurred to a maximum of €3,000. Also the municipalities can impose financial fines on immigrants who do not honour their obligations.	The migrants' introduction allowance can be reduced if he/she does not participate in the course. There are no adverse consequences regarding the residence status of the immigrant if they do not attend the course
Course Contents and Pedagogical Approaches	The didactical methods and course material are left to the discretion of the course providers but because the municipalities buy the courses on the open market they do have some say, as they choose the course that suits their needs.	The course content of the SFI courses is regulated by a national curriculum, which focuses on language proficiency. There are no official standards in place regarding the use of didactical methods and material.
Integration into the Labour Market		Integration of immigrants into the labour market is one of the top priorities of the Swedish integration system. In Malmo course providers must provide internships whereas in Stockholm course providers do not have to provide internships. The curriculum of the SFI courses does not promote the integration of immigrants into the labour market.

	Canada	New Zealand
Background and Legal Framework	In 1967 the Canadian Government introduced the points system for immigration selection. This policy tool evaluates independent immigrants on the basis of their ability to contribute to the Canadian economy. The Act also required the Government to plan immigration in the form of target numbers. The Act recognized four basic categories of individuals eligible for landed-immigrant status, family class, humanitarian class, independent class and assisted relatives. The Act was amended in 2002 to enable Canada to better attract workers with flexible skills and to speed up family reunification. Under the new Act family members now have to agree to support relatives who want to settle in Canada.	In 2004 the New Zealand Government started the "New Zealand's Settlement Strategy". The strategy's integration components consisted of 3 programmes: Career & Labour Market Information, Adult ESOL Tuition and ESOL in Schools. The Career and Labour market information programme mainly targets immigrants who are in jobs but whose jobs are not appropriate to their skills and qualifications. Adult ESOL Tuition targets immigrants who match the Priority Occupation List and who need ESOL assistance to enable them to obtain employment appropriate to their qualifications and skills. ESOL in Schools provide English language support for students who are recent migrants, refugees or first generation children of migrants and refugees. All programmes work on a voluntary basis and are free of charge. The New Zealand Qualification Authority offers a well-developed Home Tutor scheme. This scheme gives priority to women at home, elderly people, unemployed, people with a low level of English and those with minimal formal schooling. The Tertiary Education Commission offers courses to immigrants who want to migrate to New Zealand.
Organisational Structure of Language Provision	The civic orientation of immigrants is covered by the Host-Program and the Immigrant Settlement and Adaptation Program. The language courses are conducted under the Language Instruction for Newcomers to Canada Program (LINC). As part of the LINC programme the Canadian Government in cooperation with provincial governments, school boards, community colleges and immigrant serving organisation offer free and voluntary language courses to adult permanent residents. The immigrants language ability is evaluated by a Canadian Language Benchmark Assessment Centre (CLBA). A sufficient supply of courses is guaranteed as public providers and private providers provide needed courses aimed at specific	The integration system is organised centrally. The Ministry of Labour currently finances courses for 1,200 immigrants. These are allocated via a tendering procedure to course providers. For the Adult ESOL programme the Ministry of Education allocates available resources - enabling the financing of classes for immigrants. The resources for the ESOL in School programme are dispersed by the Ministry of Education via a tendering procedure to eligible schools. An exception to the centrally organised integration scheme is the ESOL Home Tutor Service, organised at local level. The courses of the Tertiary Education Commission are offered within their nationwide facilities and have to be paid by the migrant. The courses vary in duration and

	Canada	New Zealand
	target groups. Some LINC centres offer free childcare while attending classes. LINC courses are designed on the basis of a conducted needs assessment by a CLBA centre with a maximum of 900 hours available tuition. There is no final exam. Courses are provided on the basis of a contract between the providers and provincial administrations. Funding is given for a 12-month period after which the course provider has to re-apply. Providers must have a language certificate from the province in which they want to provide the course and they must provide teachers with the necessary qualification.	amount of hours according to the need of the immigrant. They usually aim at an IELTS level of 7. Child care facilities are generally not offered with the courses.
Financing of the Language courses	Course providers receive funding for 12 months via the provincial administration. At federal Government level, money is allocated to the provinces according to the number and volume of applications for funding in the different provinces. In 2005 the total budget for language programs was the equivalent of €196.5 million.	In 2006 the New Zealand Government allocated approximately €500,000 to the Career and Labour Market Information programme, approximately €240,000 to Adult ESOL and approximately €4,500,000 to ESOL in Schools. The migrant pays for the courses run by the Tertiary Education Commission, the costs vary between €40 to €2700.
Quality Assurance and Controlling	No standardised quality assurance system or controlling system in place. Quality assurance is loosely overseen via an information exchange between the provinces.	There is currently no officially sanctioned quality assurance system in place although ad-hoc evaluation and monitoring systems are scheduled and earmarked in the respective budgets.
Incentive Structures and Sanctioning	There is no incentive structures or sanctions in place. The only incentive in place is the citizenship test for which the immigrant has to speak French or English.	There are no incentive structures in place.
Course Contents and Pedagogical Approaches	Methods and didactical approaches are left to the discretion of the course providers. The curriculum for LINC courses is determined by provincial standards but should be rich in orientation information. The content of the language proficiency test by the CLBA Centres is standardised and tests the writing, reading and listening skills of the immigrant or refugee.	There are no centrally stipulated didactical methods and material. Course content varies but is limited to English grammar, pronunciation, writing, etc. Topics such as New Zealand's culture play a secondary role.
Integration into the Labour Market	The ISAP program is responsible for integrating immigrants into the labour market by providing	Courses are primarily focused on integrating immigrants into the labour market. All courses aim at the

	Canada	New Zealand
	immigrants in need of higher levels of language training with the relevant tuition to enable them to obtain a position commensurate with their qualifications. The ISAP also provides a range of services such as, translation, interpretation, referral to community sources and employment-related services.	improvement of English proficiency levels but they are not combined with internship programmes or similar measures.

2.2 Comparison

	Background and Legal Framework	The Organisational Structure of Language Provision	Financing of the Language Courses	Quality Assurance and Controlling	Incentive Structures and Sanctions	Course Contents and Pedagogical Approaches	Integration into the Labour Market
United Kingdom	The UK integration system has focused mainly on the integration of ethnic minorities. In February 2008 the UK government introduced a new points system to regulate immigration and labour migration.	The central administration of the ESOL course system is carried out by the Department for Innovation, Universities and Skills (DIUS).	Currently ESOL courses are funded approximately with €397 million.	Annually the QCA produces standard reports that monitor the performance and the outcomes of the accredited body.	For all immigrants who want to settle permanently in the UK, an ESOL course or a Life in the UK Test is mandatory. An ESOL course or the Life in the UK Test is a prerequisite for naturalisation.	The content of the ESOL courses has been developed by the QCA in cooperation with the DIUS. There is no official prescription regarding material used in ESOL courses.	There are new ESOL courses titled ESOL for Work Qualifications. The new points system links the immigrant entering the UK with the labour market needs of the UK.
Austria	In 2000 the Austrian Government passed a law which obliges immigrants to conclude an integration agreement if they wish to remain in Austria longer than six months. The integration agreement obliges immigrants to attend a German language course.	The integration system is based upon a voucher approach. The provision of childcare is left to the municipalities or the course providers but its provision in the case of the course providers can be financed via the voucher system.	The participant pays the course provider directly. The course provider sets the price. In 2003 the estimated budget for the integration courses was approximately €5.5 million	No systematised quality assurance and controlling system in place.	If language course is successfully completed within the prescribed period there is a possibility of a refund. Fines are imposed on immigrants who do not honour their obligations. Successful completion of course facilitates granting of residence permit.	Didactical methods & materials are left to the discretion of the teachers. There is a mandatory framework curriculum	Language courses teach employee rights and the role of trade unions but they do not offer internships

	Background and Legal Framework	The Organisational Structure of Language Provision	Financing of the Language Courses	Quality Assurance and Controlling	Incentive Structures and Sanctions	Course Contents and Pedagogical Approaches	Integration into the Labour Market
Denmark	The implementation of the Danish immigration framework began with the 1999 Act on Integration, which for the first time legally regulated integration provisions. A consequence of this Act was a 3-year long "introduction programme" for all new immigrants and refugees who are 18 or older and are eligible for a residence permit.	The Danish integration system is decentralised. The municipalities are responsible for the licensing procedures and control of the language providers. Childcare facilities are not offered by course providers but participants can utilise the state-owned kindergartens.	The introduction programme is financed by the Danish State. In 2002 the total costs of the Danish integration system amounted to €543 million but in 2006 these costs decreased to €154.5 million.	Quality assurance takes place through performance measurement of each course provider and through centrally organised examinations.	Family reunification is halved on completion of the language course. For non-attendance there is a reduction in the immigrants introduction allowance.	Curriculum must incorporate specific topics prescribed by the ministry. The Ministry gives recommendation regarding didactical approaches	Integration into the labour market includes counselling & qualification, Internships and subsidised employment
Germany	A new immigration Act came into force in 2005. Under the Immigration Act, immigrants who already are in the possession of a permanent residence permit of 18 months or longer or have received a residence permit of 12 months or	The Federal Agency for Migration and Refugees (BAMF) is responsible for the accreditation of the course providers and the accreditation of language teachers. The provision of childcare facilities is only mandated by law for	The BAMF pays each course provider: €2.05 per hour for each participant of a language course, however the amount for 15 persons is always paid if participants drop out. Travelling costs can be subsidised by the BAMF if no local	The BAMF operates quality assurance and controlling systems for the course providers and participation by immigrants or non-nationals.	On the successful completion of the language course the period of nationalisation is reduced by 1 year. For non-attendance welfare benefits can be reduced.	Didactical methods & materials are left to the discretion of the course providers.	The focus of the courses is to teach the German language, culture and history.

	Background and Legal Framework	The Organisational Structure of Language Provision	Financing of the Language Courses	Quality Assurance and Controlling	Incentive Structures and Sanctions	Course Contents and Pedagogical Approaches	Integration into the Labour Market
	longer are entitled to enrol in a language course.	Spataussiedler.	supply of courses exist. The total budget for the integration system in Germany amounts to €155 million for 2008.				
The Netherlands	Immigrants have to pass a language course and a civic test before they are allowed to immigrant to the Netherlands. The new 2007 WIN law states that all immigrants, who do not have an 8 year Dutch school education and are between 16 and 65 years are obliged to take a language course.	The core of the Dutch integration system is a database which consists of data relating to immigrants. Childcare in general is not provided by the course providers.	The immigrants must finance their own language courses. Special target groups only pay €270 and the Government pays the rest. In 2006 the total budget of the integration system was €270 million	No systematised quality assurance and controlling system in place.	If language course is successfully completed within the prescribed period 70% of the cost incurred is refunded. Fines are imposed on immigrants who do not honour their obligations.	Didactical methods & materials are left to the discretion of the course providers.	The special target group attends courses that combine language training and internships
Sweden	In 1997 the legislative proposal " Sweden, the Future and Diversity - from Immigrant Policy to Immigration Policy" was passed by the Swedish parliament. This	The Swedish integration system is decentralised. Childcare facilities are not provided by course providers as the participants can use the state-owned kindergartens.	Each municipality receives €53,000 independent of the number of immigrants living in the area. In 2003 the cost for the fixed amount paid to the municipalities amounted to	There is no existing quality assurance system in place. The Integrationsverket conducts random inspections.	The immigrants' introduction allowance can be reduced for not honouring their obligations.	The SFI courses are regulated by a national curriculum. No official standards regarding didactical methods.	Integration into the labour market is a top priority. Some areas offer internships

	Background and Legal Framework	The Organisational Structure of Language Provision	Financing of the Language Courses	Quality Assurance and Controlling	Incentive Structures and Sanctions	Course Contents and Pedagogical Approaches	Integration into the Labour Market
	legislation reoriented Sweden's immigrant from an immigration policy to an integration policy. The Integrationsverket a national integration agency which is responsible for the coordination of all integration measures at the national level.		approximately €82,720,000.				
Canada	In 1967 the Canadian Government introduced the points system for immigration selection. The Act was amended in 2002 to enable Canada to better attract workers with flexible skills and to speed up family reunification. Under the new Act family members now have to agree to support relatives who want to settle in Canada.	The civic orientation of immigrants is covered by the Host-Program and the Immigrant Settlement and Adaptation Program. The language courses are conducted under the Language Instruction for Newcomers to Canada Program (LINC). Some LINC centres offer free childcare while attending classes.	The course providers receive funding. In 2005 total budget for the language programs was the equivalent of €196.5 million	No systematised quality assurance and controlling system in place.	No incentive structure in place.	Didactical methods & materials are left to the discretion of the course providers.	Immigrants are referred to employment related services but they do not offer internships.

	Background and Legal Framework	The Organisational Structure of Language Provision	Financing of the Language Courses	Quality Assurance and Controlling	Incentive Structures and Sanctions	Course Contents and Pedagogical Approaches	Integration into the Labour Market
New Zealand	In 2004 the New Zealand Government started the "New Zealand's Settlement Strategy". The strategy's integration components consisted of 3 programmes: Career & Labour Market Information, Adult ESOL Tuition and ESOL in Schools.	The integration system is organised centrally. The Ministry of Labour currently finances courses for 1,200 immigrants. Childcare facilities are generally not offered with the courses.	In 2006 the New Zealand Government allocated approximately €500,000 to the Career and Labour Market Information programme, approximately €240,000 to Adult ESOL and approximately €4,500,000 to ESOL in Schools. The migrant pays for the courses run by the Tertiary Education Commission, the costs vary between €40 to €2700.	There is currently no officially sanctioned quality assurance system in place	No incentive structure in place.	No centrally stipulated didactical methods and materials	Courses offer Internship programmes



3 Appendix III Common Basic Principles on Immigrant Integration in the EU



THE COUNCIL OF THE EUROPEAN UNION AND THE REPRESENTATIVES OF THE GOVERNMENTS OF THE MEMBER STATES: Established the following common basic principles for immigrant integration policy in the European Union

1. Integration is a dynamic, two-way process of mutual accommodation by all immigrants and residents of Member States.
2. Integration implies respect for the basic values of the European Union.
3. Employment is a key part of the integration process and is central to the participation of immigrants, to the contributions immigrants make to the host society, and to making such contributions visible.
4. Basic knowledge of the host society's language, history, and institutions is indispensable to integration; enabling immigrants to acquire this basic knowledge is essential to successful integration.
5. Efforts in education are critical to preparing immigrants, and particularly their descendants, to be more successful and more active participants in society.
6. Access for immigrants to institutions, as well as to public and private goods and services, on a basis equal to national citizens and in a non-discriminatory way is a critical foundation for better integration.
7. Frequent interaction between immigrants and Member State citizens is a fundamental mechanism for integration. Shared forums, inter-cultural dialogue, education about immigrants and immigrant cultures, and stimulating living conditions in urban environments enhance the interactions between immigrants and Member State citizens.
8. The practice of diverse cultures and religions is guaranteed under the Charter of Fundamental Rights and must be safeguarded, unless practices conflict with other inviolable European rights or with national law.
9. The participation of immigrants in the democratic process and in the formulation of integration policies and measures, especially at the local level, supports their integration.
10. Mainstreaming integration policies and measures in all relevant policy portfolios and levels of government and public services is an important consideration in public-policy formation and implementation.
11. Developing clear goals, indicators and evaluation mechanisms are necessary to adjust policy, evaluate progress on integration and to make the exchange of information more effective.

4 Appendix IV Survey

Please see separate attachment