



Content and Language Integrated Learning (CLIL) at School in Europe





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PREFACE



Multilingualism is at the very heart of European identity, since languages are a fundamental aspect of the cultural identity of every European. For this reason, multilingualism is referred to specifically – for the first time – in the brief of a Commissioner. I am honoured to be that Commissioner.

Barely a year after taking office, the Commission has thus adopted its first Communication on Multilingualism. The new framework strategy for multilingualism takes stock of the situation, with as its starting point the conclusions of the March 2002 Barcelona European Summit, which gave considerable impetus to language learning and to upholding language diversity in Europe. The strategy pays due regard to action undertaken at European level and incorporates a set of proposals for the economic and social fields and for relations with citizens.

In this context, what is often referred to as ‘content and language integrated learning’, or CLIL, is among the examples cited and is of unusual interest, as already noted in the 2004-06 Commission Action Plan for promoting language learning and linguistic diversity. By means of this kind of educational provision, pupils learn school subjects in the curriculum while at the same time exercising and improving their language skills. Subjects and languages are combined to offer them a better preparation for life in Europe, in which mobility is becoming increasingly more widespread and should be within reach of everyone.

The present Eurydice survey very clearly reflects my wish to gain a first ‘European’ insight into content and language integrated learning. It is a means of assessing attempts at all levels to promote new methodologies in language learning.

It contains a detailed analysis of how the provision of CLIL is organised, the status of the target languages, the subjects concerned in the curriculum, and measures for the training and recruitment of appropriate teachers, the shortage of whom is identified as one of the main barriers to implementing this type of tuition. This original and rich appraisal is unquestionably an essential reference source on CLIL.

I hope it will be of interest and value to all who read it.

A handwritten signature in blue ink, reading 'Ján Figel'.

Ján Figel'

Commissioner responsible for Education,
Training and Multilingualism

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INTRODUCTION

Short historical background

Schools in which the teaching of certain subjects in the curriculum may be offered in a foreign, regional or minority language have existed in Europe for several decades.

Before the 1970s, this type of provision was mainly available in regions that were linguistically distinctive (because they were close to national borders or used two languages, etc), or in the largest cities. It thus concerned very limited numbers of pupils who were growing up in somewhat unusual linguistic or social contexts. The aim was to turn them into bilingual children by enabling them to acquire proficiency in languages comparable to that of native speakers. Indeed, the terms generally used to denote this kind of provision are 'bilingual' school, education or teaching.

During the 1970s and 1980s, development of this kind of provision has been influenced in particular by the Canadian experiment with immersion teaching. This first began as a result of English-speaking parents living in the province of Quebec who considered that proficiency in French was vital in a French-speaking environment. They thus sought to offer their children an education in this language that would lead them to acquire significant language skills.

Programmes for immersion teaching have been enormously successful in Canada. Support from the education authorities and the involvement of parents have undoubtedly been key factors in their success. These projects have given rise to a great deal of interesting research, especially from the teaching perspective. While it has gradually become clear that the Canadian experience is not directly transferable to Europe, it has nevertheless been valuable in stimulating research in this area and encouraging the development of a very wide range of experimental activity.

The provision of immersion teaching may take many different forms. It may be regarded as 'early' or 'late' depending on the age of the children for whom it is intended. It may be considered 'total' if the entire curriculum is taught in what is termed the target language, or 'partial' if that language is the language of instruction for just some subjects. These different approaches are a reflection of the rich variety of linguistic and educational environments, as well as the varied ambitions and aims of pupils or their parents and the education authorities.

The acronym CLIL (Content and Language Integrated Learning) started to become the most widely used term for this kind of provision during the 1990s. CLIL is the platform for an innovative methodological approach of far broader scope than language teaching. Accordingly, its advocates stress how it seeks to develop proficiency in both the non-language subject and the language in which this is taught, attaching the same importance to each. Furthermore, achieving this twofold aim calls for the development of a special approach to teaching in that the non-language subject is not taught *in* a foreign language but *with* and *through* a foreign language. This implies a more integrated approach to both teaching and learning, requiring that teachers should devote special thought not just to how languages should be taught, but to the educational process in general.

Over and above these special considerations, CLIL and other forms of bilingual or immersion teaching share certain common features that many experts are fond of emphasising. In organisational terms, for example, CLIL enables languages to be taught on a relatively intensive basis without claiming an excessive share of the school timetable. It is also inspired by important methodological principles established by research on foreign language teaching, such as the need for learners to be exposed to a situation calling for genuine communication.

In the context of the present survey, the acronym CLIL is used as a generic term to describe all types of provision in which a second language (a foreign, regional or minority language and/or another official state language) is used to teach certain subjects in the curriculum other than languages lessons themselves. However, it is important to bear in mind that CLIL type provision is itself a product of the historical background outlined briefly in the present introduction and that, as such, it possesses its own special methodological and organisational characteristics. The terms and expressions used in different countries to denote CLIL type provision (as discussed in this study) are contained in annexe 1.

EU support for CLIL

For many years now, language teaching has featured prominently in Community recommendations regarding education ⁽¹⁾. The promotion of linguistic diversity in education and training has always been an important consideration in planning the successful construction of Europe. Yet it was not until the 1990s that discussion of language learning in the European institutions led to realisation of the need to explore innovative teaching methods. This was to be reflected in the Lingua programme ⁽²⁾ which declared the importance of ‘promoting innovation in methods of foreign language training’.

In this context, several initiatives have been launched by the EU in the field of Content and Language Integrated Learning (CLIL).

One of the first pieces of legislation regarding European cooperation in CLIL is the **1995 Resolution of the Council** ⁽³⁾. It refers to the promotion of innovative methods and, in particular, to ‘the teaching of classes in a foreign language for disciplines other than languages, providing bilingual teaching’. It also proposes improving the quality of training for language teachers by ‘encouraging the exchange with Member States of higher education students working as language assistants in schools, endeavouring to give priority to prospective language teachers or those called upon to teach their subject in a language other than their own’.

In the same year, in its White Paper on education and training (*Teaching and Learning – Towards the Learning Society*), the European Commission focused on the importance of innovative ideas and the most effective practices for helping all EU citizens to become proficient in three European languages. With reference to these ideas the Commission stated that ‘... it could even be argued that secondary school pupils should study certain subjects in the first foreign language learned, as is the case in the European schools’ ⁽⁴⁾.

⁽¹⁾ See the Resolution of the Council and Ministers of Education meeting within the Council of 9 February 1976, the conclusions of the Stuttgart European Council in 1983, and the conclusions of the Council of 4 June 1984.

⁽²⁾ The programme came into effect on 1 January 1990. Decision of the Council 89/489/CEE, 16.08.1989.

⁽³⁾ Council Resolution of 31 March 1995 on improving and diversifying language learning and teaching within the education systems of the European Union, Official Journal C 207 of 12.08.1995.

⁽⁴⁾ Part Two, IV – Fourth general objective: proficiency in three Community languages.

The European programmes in the field of education and training have had a catalytic effect in developing different approaches to language teaching. Thus actions supported in the second phase of the Socrates Programme from 2000-2006 ⁽⁵⁾ have been established to provide for CLIL type provision. In the Comenius Action of Socrates, financial support is earmarked for mobility activities targeting 'teaching staff of other disciplines required or wishing to teach in a foreign language'. Under the Erasmus Action too, financial support may be awarded for 'joint development and implementation of curricula, modules, intensive courses or other educational activities, including multidisciplinary activities and the teaching of subjects in other languages'.

In 2001, the European Year of Languages certainly helped draw attention to the fact that the promotion of language learning and linguistic diversity may be achieved through a wide variety of approaches, including CLIL type provision. In March 2002, the Barcelona European Council sought to boost language learning in calling for a sustained effort on the part of the Member States and the European Commission to ensure teaching of at least two foreign languages from a very early age. Following this request (together with that of the February 2002 Education Council), the Commission in 2003 launched its Action Plan 2004-2006 ⁽⁶⁾. Under the Plan, CLIL provision is cited as having 'a major contribution to make to the Union's language learning goals'. A set of actions was drawn up to promote the integrated learning of content and language, among them the present Eurydice survey.

At the May 2005 Education Council, the Luxembourg presidency reported on the results of the symposium entitled 'The Changing European Classroom: The Potential of Plurilingual Education' which was held a few weeks earlier in March. Among the main conclusions, the need to ensure that pupils and students are involved in CLIL type provision at the different levels of school education was emphasised, as was the desirability of encouraging teachers to receive special training in CLIL.

Reference should also be made to other ventures that support CLIL type approaches. They include the European Label for innovation in language teaching and learning (awarded for the first time in 1998), and the European EuroCLIC network (classes integrating language and content), which consists of teachers, researchers, trainers and others interested in the implementation of CLIL and has been co-funded by the European Commission since 1996.

The debate on CLIL throughout the European Union is very much alive. Fresh initiatives to promote this still novel methodological approach will be undertaken in the years ahead, probably within the next generation of education and training programmes (2007-2013). The deliberations of experts within the Group on Languages (set up under the 'Education and Training' Work Programme up to 2010), as well as the circulation of information on good practice in the field of CLIL in the Member States, will certainly contribute to its development.

⁽⁵⁾ Decision No. 253/2000/EC of the European Parliament and of the Council of 24 January 2000 establishing the second phase of the Community action programme in the field of education 'Socrates', Official Journal L 28 of 3.2.2000.

⁽⁶⁾ 'Promoting Language Learning and Linguistic Diversity: An Action Plan 2004-2006', Communication from the Commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions of 24.07.2003, COM (2003) 449 final.

Content and methods

As part of the European Commission Action Plan 2004-2006 to promote language learning and linguistic diversity, this survey constitutes the first comprehensive and comparative data collection undertaken by the Eurydice Network on the subject of CLIL type provision. The distinctive feature of such provision is that (in a context other than that of language lessons) pupils are taught different subjects in the curriculum in at least two languages. Generally, the latter correspond to the official State language and a target language which, depending on the country concerned, may be a foreign language (any non-indigenous language with no permanent firm footing within the territory of the State concerned), another official State language, and/or a regional/minority language (a language spoken by populations that have their roots within the areas concerned or have been settled there for generations).

The teaching of foreign languages in the strict sense as separate subjects in the curriculum is thus not covered by this study. Neither are total language immersion that uses a single language to teach all subjects in the curriculum, nor arrangements for providing language support to immigrant pupils or those whose mother tongue is not the language of instruction ⁽⁷⁾, with the aim of ensuring their gradual integration into mainstream education in that language.

Bearing in mind the wide variety of situations in each country but also the generally peripheral nature of CLIL type provision, the present study confines itself to concentrating on the major trends apparent from the country descriptions. Similarly, given the nature of this initial investigation, no space is devoted to specific aspects of the teaching approach and methodology associated with CLIL.

With 2004/05 as its reference year, this study is based on information contained in national descriptions from the 30 of the Eurydice Network member countries, which were prepared using a Guide to Content devised by the Eurydice European Unit and may be accessed online at <http://www.eurydice.org>. The study covers pre-primary, primary and secondary education corresponding to ISCED levels 0, 1, 2 and 3 ⁽⁸⁾. Only CLIL type provision in mainstream public-sector and grant-aided private education is taken into account. There is no discussion, therefore, of non-subsidised private schools, schools or academies that teach only languages, institutions or centres established to promote a particular language and culture abroad, international schools, or the network of European schools.

The attention of readers should also be drawn to the way certain issues have been dealt with. The status of languages selected to teach subjects in the curriculum is of special relevance as the survey includes different types of CLIL target language (foreign languages, other official State languages and/or regional minority languages).

A preliminary analysis was undertaken of how the status of target languages, in terms of the foregoing types, might be relevant to each of the topics discussed. It was not felt appropriate to make a point of distinguishing between the different types of language in all cases. This was done solely where their status was considered to be relevant to a proper understanding of certain aspects of the topic concerned. In other cases in which the national descriptions contained little or no relevant information on this matter, target languages were considered as a whole both in the text and in the figures.

The results of the survey are set out in five chapters. The first two examine the general framework for this kind of provision (its position in the education system and how it is organised and evaluated). They reveal

⁽⁷⁾ For more detailed information on this subject, see *Integrating Immigrant Children into Schools in Europe*, Brussels: Eurydice, 2004.

⁽⁸⁾ See definition available in the part entitled 'Glossary'.

that the status of the target languages concerned, as well as the subjects in the curriculum and the time officially devoted to it, vary very widely. The most current forms of pilot project are discussed in the third chapter. Issues relating to teachers are discussed in the fourth chapter. The emphasis is mainly on recruitment procedures, special initial and in-service training and financial or other benefits. Problems and debate concerning the development of this kind of provision are the subject of the final chapter. The shortage of teachers, the difficulty of finding appropriate teaching materials, legislative restrictions or the high cost of introducing this kind of provision are identified as the main barriers preventing it from becoming more widespread.

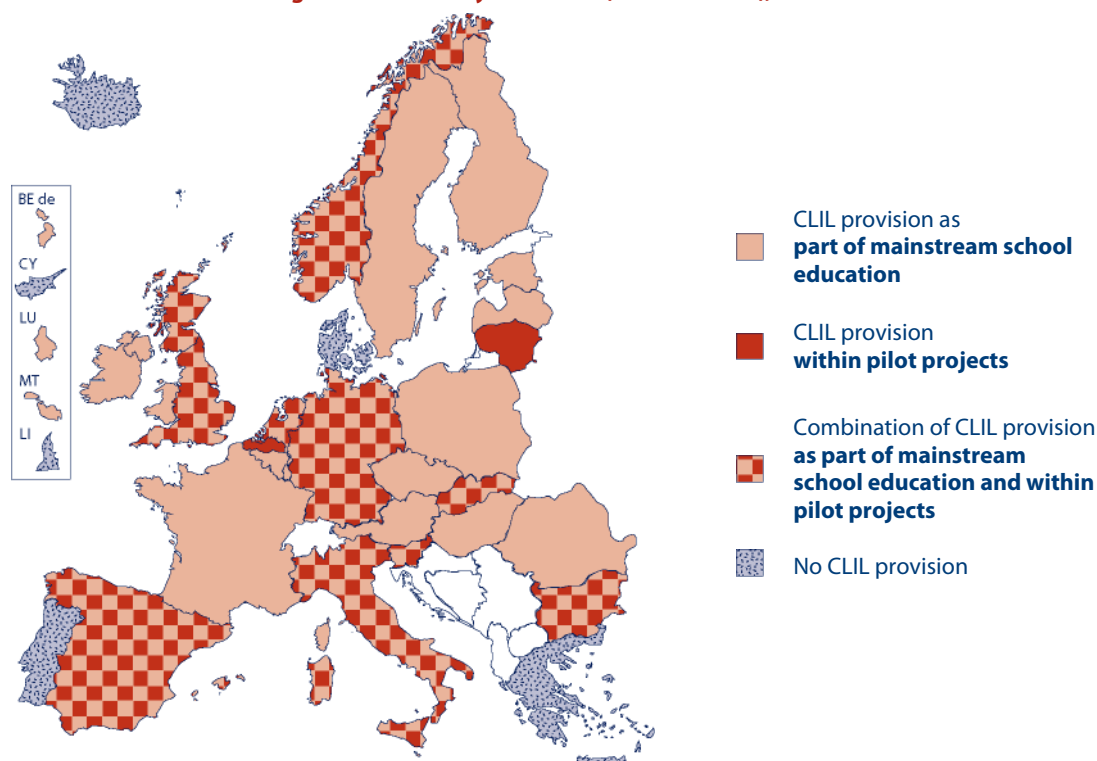
CHAPTER 1

POSITION OF CLIL IN THE EDUCATION SYSTEM

1.1. Status of CLIL provision

CLIL type provision is part of mainstream school education in the great majority of countries at primary and secondary levels. In around a third of them, it also occurs within pilot projects (Chapter 3). CLIL exists solely within pilot projects in Belgium (the Flemish Community) and Lithuania.

Figure 1.1: Status of CLIL provision in primary (ISCED 1) and general secondary education (ISCED 2 and 3), 2004/05



Source: Eurydice.

Additional note

Liechtenstein: CLIL provision is available during the third year of primary education but on a very limited basis.

Explanatory note

Excluded from consideration here is any programme of support for children whose mother tongue is not the language of instruction, which offers educational provision in two languages primarily for the purpose of ensuring the more effective long-term integration of those children within mainstream education. International schools are also excluded. The Figure is limited to schools financed and administered by the public authorities. However, grant-aided private schools in Belgium, Ireland and the Netherlands are taken into account.

CLIL provision as part of mainstream school education: provision that is an integral part of one or more levels of the education system and not limited in time.

Of the six countries in which CLIL provision is non-existent, this situation may be partly attributable to historical factors or geographical remoteness.

The fact that a CLIL-based approach to learning is part of mainstream school provision does not mean that it is widespread. The situation in Luxembourg and Malta is most unusual in that these are the only countries in which CLIL type provision exists in all schools on a general basis. Elsewhere, it is apparently offered to only a minority of pupils and in just a few schools, mainly where it is part of organised provision in a target foreign language (see Figure 1.3). The situation regarding the availability of CLIL type provision in one or more regional or minority languages varies more markedly in that it is relatively widespread in certain countries, including in particular Spain, Italy, the Netherlands and the United Kingdom (Wales and Scotland). National statistical data available from a few countries (see country descriptions on the website at <http://www.eurydice.org>) indicate overall that this type of provision is offered to between 3 % and under 30 % of pupils at primary or secondary levels (or both).

Initial experiments with CLIL have been linked to political and administrative factors (in particular the existence of several official state languages and cooperation agreements with neighbouring countries), geographical concerns (small territorial areas, border situations, regional languages or particularities) and demographic considerations (existence of minorities) associated with each country.

Chronologically, countries with several official languages such as Belgium (the German-speaking Community), Luxembourg and Malta or with one or more regional or minority languages (see Figure 1.4) have generally been the first to introduce CLIL type provision in these target languages. Luxembourg and Malta in which CLIL is general practice, introduced it as early as the 19th century. Several countries that offer CLIL provision in regional and/or minority languages, namely Germany, Hungary, the Netherlands, Poland, Slovenia, Slovakia and the United Kingdom (Wales) introduced it at the end of the 1940s or in the 1950s.

CLIL type provision in one or more foreign languages has been introduced in later periods at dates that vary. A few experimental initiatives got under way in the 1950s or 1960s (in Estonia, Poland and Bulgaria), but generally this type of provision became available solely from the 1980s or 1990s (and irrespective of whether CLIL was already well established in one or more regional and/or minority languages).

Aside from the differences to which attention has been drawn, most countries have introduced legislation to establish CLIL, or broadened provision of this kind since the beginning of the 1990s.

Figure 1.2: Points in time at which CLIL has been introduced

	Teaching in foreign languages or other official state languages	Teaching in regional and/or minority languages
BE fr	Launched on an experimental basis at the end of the 1980s. Legislated for by decree in 1998.	⊗
BE de	Since the 1930s in some secondary schools. Legislated for by decree in 2004.	⊗
BE nl	⊗	⊗
CZ	Beginning of the 1990s. Official recognition in legislation since 1995.	⊗
DK	⊗	⊗
DE	First German/French branches in 1969. Provision in these branches grew and others (German/English) were established in the 1970s and 1980s. It was expanded to other languages or types of school in the 1990s. Legislated for since 1987.	Legislated for in 1950 (in the case of Danish) and in 1992 (Sorbian)
EE	Early 1960s	A long-standing tradition
EL	⊗	⊗
ES	Agreements between Spain and the United Kingdom for the establishment of bilingual organisational arrangements (1996)	Legislated for in 1978 (Catalonia) and 1979 (other Autonomous Communities), but only implemented in the early 1980s
FR	Since 1981 in the case of <i>sections internationales</i> (in primary schools, <i>collèges</i> and <i>lycées</i>); since 1992 in the case of <i>sections européennes</i> (<i>collèges</i> and <i>lycées</i>)	Legislated for since 1982
IE	A long tradition (since the early 1920s)	⊗
IT	Since the 1990s (in 'vehicular' teaching of the language)	A long tradition of provision but approaches differ from one region to the next
CY	⊗	⊗
LV	A long tradition. Official recognition in the legislation of 1991. A growth in provision in schools in which Latvian was not the language of instruction, was legislated for in 1995.	Progressive establishment of bilingual education, including minority languages got under way in 1999 at ISCED level 1 and in 2004 at ISCED levels 2 and 3
LT	⊗	⊗
LU	Since 1844	⊗
HU	Since 1987 (steady development since then)	Since 1949
MT	Since the 19th century	⊗
NL	Since 1989	Since 1955
AT	Since the beginning of the 1990s (the first official recommendations date from 1993)	Official recognition in legislation at the end of the 1980s, depending on the languages concerned
PL	Bilingual education since the beginning of the 1960s, but real organisation of appropriate classes began in the 1990s (in particular following reform of the education system in 1991)	First primary schools in the period between the two world wars. First secondary schools between 1939 and 1949. Extension of provision in the 1950s.
PT	⊗	⊗

⊗ No CLIL provision for the type(s) of language(s) under this heading

	Teaching in foreign languages or other official state languages	Teaching in regional and/or minority languages
SI	⊗	CLIL provision including minority languages has existed since 1959.
SK	Early 1990s	Since the early 1950s
FI	Legislation by decree in 1991 for provision at ISCED levels 1, 2 and 3	Legislated for in 1991
SE	At the beginning of the 1980s in the case of the first schools at ISCED level 3. Growth in provision between 1992 and 1994 at ISCED level 3, and between 1995 and 1997 at ISCED levels 1 and 2.	First primary and secondary schools since the 1980s. Growth in provision during the 1990s.
UK-ENG/ WLS/NIR	Schools are able to offer CLIL type provision if they have access to the teaching expertise required. Although such provision has not been formally introduced, a very small number of schools in England do offer CLIL type programmes.	UK-WLS: A 1944 Act allowed local authorities to open Welsh-medium schools. The first Welsh-medium publicly-funded primary school opened in 1947. UK-NIR: First state-funded Irish-medium schools/units from 1980s. 1998 Order placed statutory duty on Department of Education to encourage and facilitate Irish-medium education.
UK-SCT	⊗	Legislated for in 1980. First primary schools in 1985.
IS	⊗	⊗
LI	⊗	⊗
NO	Teaching started in 1978 (ISCED 2 and 3)	Teaching started in the late 1980s. Legislated for in 1985.
BG	First bilingual upper secondary school in 1950; growth of provision within bilingual secondary institutions in the 1960s. Since 2002, there has been a major effort to modernise teaching.	⊗
RO	Constant development since the beginning of the 1990s	Growth in provision in the 1990s

⊗ No CLIL provision for the type(s) of language(s) under this heading

Source: Eurydice.

Additional note

Liechtenstein: CLIL provision is available during the third year of primary education but on a very limited basis.

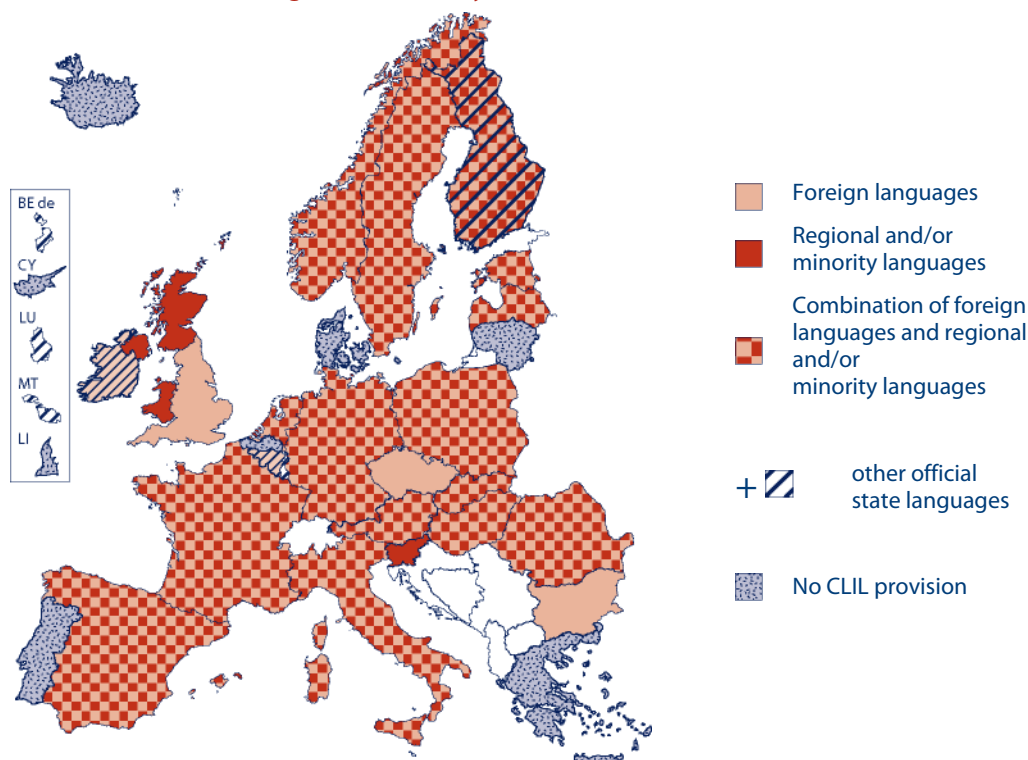
1.2. Status of languages

The language patterns associated with CLIL type provision in Europe are varied, given that several combinations involving foreign, regional and/or minority languages and other official state languages are possible. However, in the great majority of countries, the target languages used are foreign languages and regional and/or minority languages.

In the Czech Republic, the United Kingdom (England) and Bulgaria, CLIL type provision focuses exclusively on foreign languages. In Slovenia and the United Kingdom (Wales, Northern Ireland and Scotland), it is associated solely with the one or more regional and/or minority languages.

Belgium (French and German-speaking Communities), Ireland, Luxembourg, Malta and Finland are distinctive in offering provision of this kind combining the use of two official state languages.

Figure 1.3: Status of target languages used for CLIL provision in primary (ISCED 1) and general secondary education (ISCED 2 and 3), 2004/05



Source: Eurydice.

Additional notes

Belgium: There are three national languages in Belgium (Dutch, French and German) which are spoken in four language regions, namely the French language region, the Dutch language region, the bilingual Brussels-Capital region (in which both French and Dutch are official languages) and the German language region. Under language laws adopted in 1963 and a decree approved in the German-speaking Community in 2004, the language of instruction has to be Dutch in the Flemish Community, French in the French Community and German in the German-speaking Community. However in a few communes with special status in the French and Flemish Communities, as well as in the German-speaking Community, primary education may be offered in another national language under certain circumstances.

Spain: Under the Spanish Constitution of 1978, Spanish is the official state language, so all Spanish citizens are obliged to know it and entitled to use it. Certain Autonomous Communities have a second official language and, more specifically, Catalan, Galician, Valencian and Basque have co-official status.

Austria: An alternative combining provision in two languages of instruction (regarded as on the same footing) and a foreign language is offered in Vienna in particular in 20 primary and secondary schools.

United Kingdom (WLS): A 1993 Act placed a duty on the public sector to treat Welsh and English on the basis of equality in public life.

Liechtenstein: CLIL provision is available during the third year of primary education but on a very limited basis.

Close examination of CLIL target languages (Figure 1.4) reveals that English, French and German are the most widespread foreign target languages in countries in which provision is in one or several foreign languages.

Seven countries (Estonia, Spain, Latvia, Luxembourg, the Netherlands, Austria and Sweden) provide scope for trilingual CLIL provision combining the national language and two foreign languages (Spain and Latvia), or the national language, a foreign language and a minority language (Estonia, Latvia, the Netherlands, Austria and Sweden).

Figure 1.4: Target languages used for CLIL provision in primary (ISCED 1) and general secondary education (ISCED 2 and 3), 2004/05

	Foreign languages or other official state languages	Régional and/or minority languages
BE fr	Dutch, German and English	⊗
BE de	French	⊗
BE nl	⊗	⊗
CZ	English, French, German, Italian and Spanish	⊗
DK	⊗	⊗
DE	Mainly English and French	Sorbian* and Danish*
EE	Mainly English, German and French	Russian
EL	⊗	⊗
ES	English and French	Basque*, Catalan*, Galician* and Valencian*
FR	English, German, Spanish and Italian	Basque, Breton, Catalan, Corsican, Creole, occitan/ <i>langue d'oc</i> , the Alsace regional languages, Tahitian
IE	English and Irish	⊗
IT	English, German and French	Slovene and other regional languages
CY	⊗	⊗
LV	English, German and French	Polish, Estonian, Lithuanian, Russian, Belorussian and Ukrainian, Hebrew and Romany
LT	⊗	⊗
LU	German, French and English	⊗
HU	German, English, Spanish, French, Italian, Russian and Chinese	German, Croatian, Romanian, Serbian, Slovene and Slovak
MT	English	⊗
NL	English and German	Frisian*
AT	English, French and Italian	Slovene*, Croatian*, Hungarian*, Czech*, Slovak* and Romany
PL	French, Spanish, German, English (lower and upper secondary education) and Italian (upper secondary education)	Belorussian, Lithuanian, German, Slovak, Ukrainian, Kashubian, Lemko (Ruthenian) and Romany
PT	⊗	⊗
SI	⊗	Hungarian* and Italian*

⊗ No CLIL provision for the type(s) of language under this heading

* Regional and/or minority languages with official status

	Foreign languages or other official state languages	Régional and/or minority languages
SK	English, French, German, Spanish and Russian (since 2005)	Hungarian, Ukrainian and Ruthenian
FI	Swedish, French, English, German and Russian	Sami (Lapp)*
SE	English, German, French and Spanish	Yiddish, Sami (Lapp), Torndalen Finnish (Meänkieli), Finnish and Romany
UK-ENG	Most commonly French, German and Spanish	⊗
UK-WLS	⊗	Welsh*
UK-NIR	⊗	Irish
UK-SCT	⊗	Gaelic*
IS	⊗	⊗
LI	⊗	⊗
NO	English	Sami (Lapp)* and Finnish
BG	French, German, Spanish and English	⊗
RO	English, French, German and Italian	German, Romany, Czech, Croatian, Hungarian, Slovak, Serbian, Ukrainian, Turkish and Greek

⊗ No CLIL provision for the type(s) of language under this heading

* Regional and/or minority languages with official status

Source: Eurydice.

Additional notes

Belgium (BE de): In six primary schools or sections for the French-speaking minority resident in the German-speaking Community, German is the target language.

Germany: Instruction in several target languages depending on the subject is not excluded, but provision is formally bilingual.

Estonia: Estonian is used as a target language in schools for Russian minorities.

Latvia: Latvian is used as a target language in schools for ethnic minorities (mainly Russian, Polish, Ukrainian, Estonian and Lithuanian speaking minorities). Hebrew is a non-territorial minority language.

Latvia, Austria, Poland and Sweden: Romany is a minority non-territorial language.

Liechtenstein: CLIL provision is available during the third year of primary education but on a very limited basis.

Romania: German is regarded as a foreign target language in bilingual schools and as a minority target language in schools for the German-speaking minority.

Explanatory note

The languages indicated are those most commonly used. However, the Figure cannot be regarded as a fully comprehensive list of all existing possibilities.

For further information on regional and/or minority languages with official status, see Annexe 2.

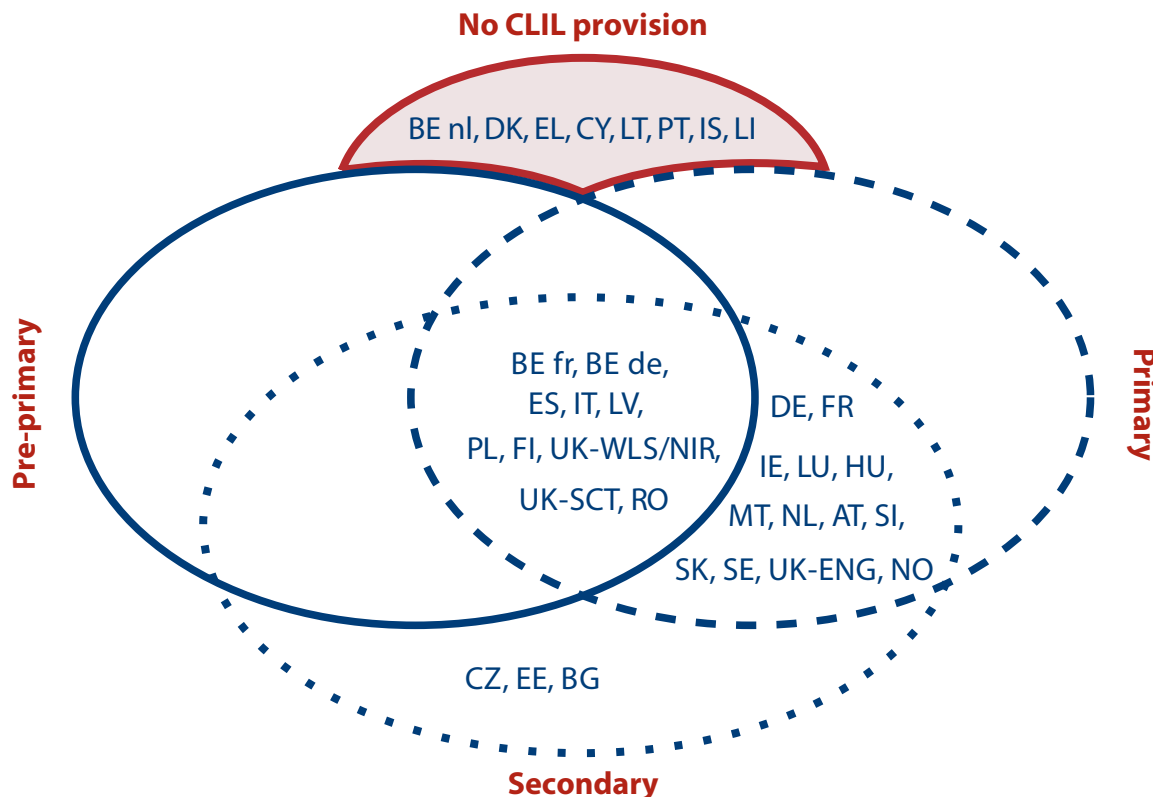
1.3. Levels of education concerned

In the majority of countries, CLIL provision is offered at primary, lower secondary and upper secondary levels of education. Several countries, namely Belgium (the French and German-speaking Communities), Spain, Italy, Latvia, Poland (in the case of minority languages), Finland, the United Kingdom (Wales, Northern Ireland and Scotland) and Romania (in the case of minority languages) also organise activities in another language from pre-primary level onwards. However, depending on the country, this provision varies very widely as it may be available throughout all or just some of the period of pre-primary education.

Among other countries making this kind of provision available, the Czech Republic, Estonia and Bulgaria generally offer it at secondary level. In Poland and Romania, CLIL in a regional and/or minority language is provided in both primary and secondary education whereas CLIL in a foreign language is available at secondary level only.

While the potential duration of CLIL provision corresponds at least to the period of compulsory education (i.e. a period of 9 or 10 years), its actual duration varies very widely in the majority of countries given the considerable autonomy of the schools concerned.

Figure 1.5: Levels of education at which CLIL is offered in mainstream provision, 2004/05



Source: Eurydice.

[Additional notes](#)

Belgium (BE nl) and Lithuania: Existence of just one or several pilot projects.

Estonia: CLIL type provision offered in schools for Russian minorities (with Estonian as target language) covers the primary and secondary levels (ISCED 1-3).

Spain: The information shown relates solely to the types of CLIL existing in Autonomous Communities that were able to take part in data collection.

Italy: CLIL provision at pre-primary level is marginal.

Slovenia: CLIL provision exists solely in the case of minority languages.

[Explanatory note](#)

Information on years, classes and sections that offer CLIL is available in Annexe 3.

CHAPTER 2

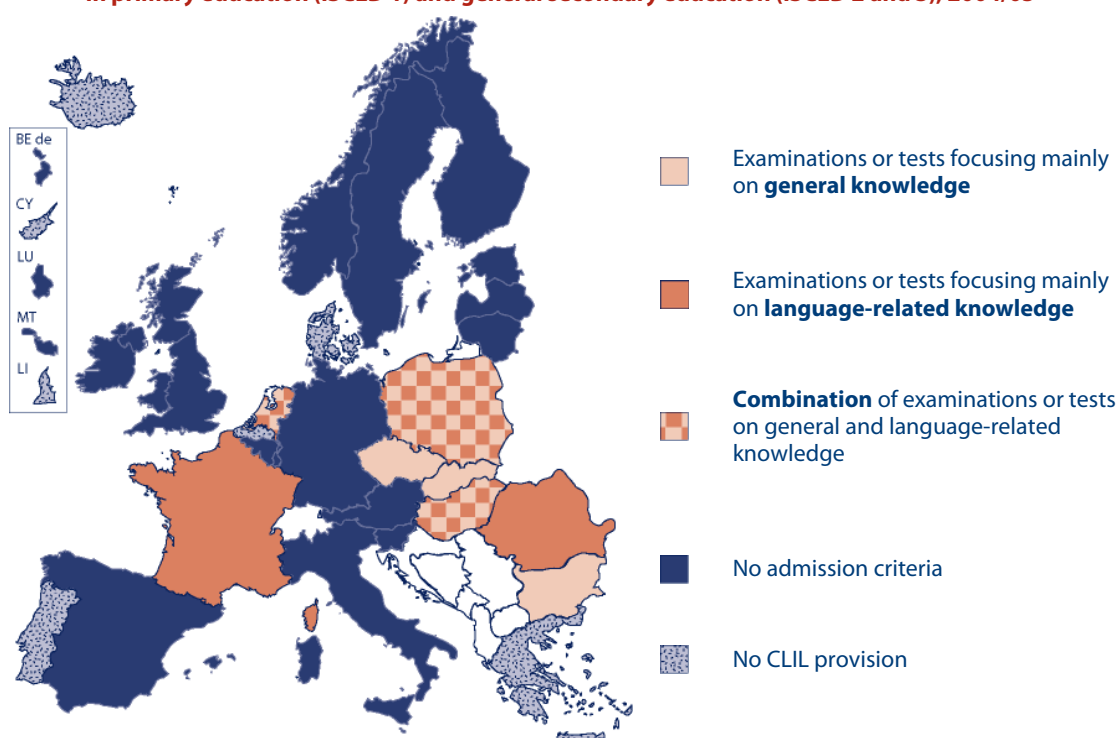
ORGANISATION AND EVALUATION

2.1. Admission criteria

In general, involvement in CLIL type provision when it is an integral part of mainstream education is open to all pupils. However, some countries have established conditions governing access to CLIL and select the pupils concerned, particularly when the target language is a foreign language.

This selection at the point of entry is often based on tests of some kind (written or oral examinations, interviews, etc.) with a view to identifying which pupils have a good general knowledge of curricular subject matter or aspects of the language used for CLIL (Figure 2.1).

Figure 2.1: Criteria governing admission to CLIL involving a foreign target language in primary education (ISCED 1) and general secondary education (ISCED 2 and 3), 2004/05



Source: Eurydice.

Additional notes

Germany: No examinations or tests at the point of entry but pupils are assessed at the end of lower secondary education.

Spain: The information shown relates solely to the types of CLIL existing in Autonomous Communities that were able to take part in data collection.

Latvia: Only the *ģimnāzija/vidusskola* (ISCED 3) may hold an entrance examination.

Hungary: The map relates to sections without prior language preparation.

Liechtenstein: CLIL provision is available during the third year of primary education but on a very limited basis.

In the Czech Republic, Slovakia and Bulgaria, pupils wishing to enrol in schools that offer CLIL type provision have to take examinations designed mainly to assess their all-round knowledge (especially in basic subjects such as the mother tongue and mathematics). In the last two countries, school marks are taken into account and an entrance examination is held. The examination focuses on the intellectual ability of pupils (in Slovakia) as well as on the mother tongue and mathematics (in Bulgaria). In France and Romania, candidates sit examinations in which the priority is to check their knowledge of the target language. In France, applicants to *sections internationales* have to submit a record of attainment for the purpose of assessing their ability to follow CLIL provision in the target language (for example as a result of time spent abroad, or learning the language at an early age), and then take an oral test (in primary education) or written and oral examinations (in secondary education) to determine their proficiency in that language. Similarly, in Romania pupils are admitted to bilingual schools after being tested in the target language.

Finally, in Hungary, the Netherlands and Poland, the assessment of pupils is concerned with both their all-round knowledge and their language proficiency. In the Netherlands, in which there is a strong demand for CLIL provision in secondary education, nearly all schools have adopted selection procedures. In general, these are based on the previous performance of pupils at primary level, as testified by their results in the end of primary school test held in the majority of schools. Considerable importance is also attached to pupil motivation.

2.2. Aims

Conceived as an approach to education in which language teaching and subject learning are combined with the teaching of school subjects in general, content and language integrated learning (CLIL) is inspired by a twofold objective. It is meant to ensure first that pupils acquire knowledge of curricular subject matter and secondly develop their competence in a language other than the normal language of instruction.

Aside from these general common aims associated with the CLIL concept, official recommendations of various European countries – in curricular guidance or other policy documents – differ. Depending on the country concerned, importance is attached to:

- preparing pupils for life in a more internationalised society and offering them better job prospects on the labour market (socio-economic objectives);
- conveying to pupils values of tolerance and respect vis-à-vis other cultures, through use of the CLIL target language (socio-cultural objectives);
- enabling pupils to develop:
 - language skills which emphasise effective communication, motivating pupils to learn languages by using them for real practical purposes (linguistic objectives);
 - subject-related knowledge and learning ability, stimulating the assimilation of subject matter by means of a different and innovative approach (educational objectives).

Figure 2.2 offers a general picture of the various aims referred to in the official recommendations of European countries in which CLIL type provision involving one or more foreign languages is available. They are often seen to complement each other within a single country.

In general, countries associate CLIL with language-related aims, including the enhanced development of language skills among pupils. Similarly, socio-cultural and socio-economic aims are often among the goals of this type of provision. The situation in Luxembourg and Malta is most unusual in that their education systems rely very extensively on CLIL. In both countries the aim is to ensure that, by the end of their schooling, pupils will have a good command of the two or three official languages concerned.

It is also apparent that CLIL rarely adopts aims that differ depending on whether provision is for pupils in primary or secondary education. However in two countries, Belgium (the German-speaking Community) and Sweden, the curriculum for CLIL type provision in secondary education tends to focus more on socio-economic aims.

Figure 2.2: Aims pursued in CLIL involving a foreign target language in primary education (ISCED 1) and general secondary education (ISCED 2 and 3), 2004/05

	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU
Socio-economic aims		•		•		•			•								•
Socio-cultural aims	•			•		•				•							•
Language-related aims	•	•		•		•	•		•	•		•		•	•		
Educational aims (learning ability)	•			•													

	MT	NL	AT	PL	PT	SI	SK	FI	SE	UK- ENG	UK- SCT		IS	LI	NO	BG	RO
Socio-economic aims		•						•	•						•	•	
Socio-cultural aims		•	•	•		•	•			•	•						•
Language-related aims		•	•	•		•	•	•	•	•	•				•	•	•
Educational aims (learning ability)		•	•	•		•		•		•						•	

No CLIL provision
 CLIL offered routinely on a general basis
 Solely in pilot projects

Source: Eurydice.

Additional notes

Spain: The information shown relates solely to the types of CLIL existing in Autonomous Communities that were able to take part in data collection.

Lithuania and United Kingdom (SCT): The Figure relates solely to the aims of pilot projects.

Liechtenstein: CLIL provision is available during the third year of primary education but on a very limited basis.

Furthermore, the status of the target languages has a bearing on the aims pursued in CLIL. The objectives mentioned in the official recommendations seeking to develop the teaching of one or several subjects in regional or minority languages have a national policy dimension. This is often concerned with ensuring that pupils exercise their right to education in the language of their native community, or with policies to protect and maintain the use of regional languages.

2.3. Subjects taught through CLIL

There are few differences between primary and secondary education as regards the subjects taught in the CLIL target language. On the evidence of national recommendations, the commonest situation at these levels of education is one in which it is possible to select from across the entire curriculum the one or more subjects included in CLIL provision. The choice of subjects also varies from one school or region to the next in the majority of countries.

This observation aside, CLIL provision also focuses on specific subjects or activities. This applies above all to secondary education in which teaching in the target language is primarily concerned with science subjects or those in the field of social sciences in 12 countries. In half of these countries (Latvia, Malta, the Netherlands, Finland, Sweden and Bulgaria), provision of this kind also covers artistic subjects or physical education.

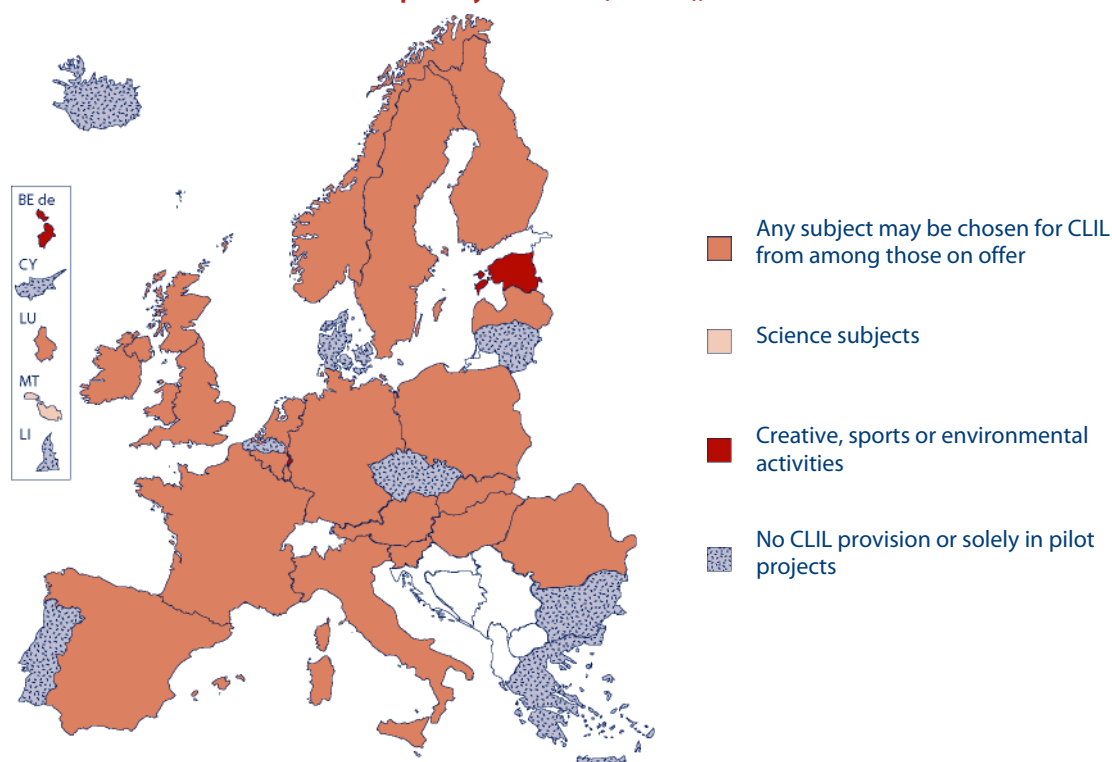
In primary education, creative, sports or environmental activities are most frequently taught in the CLIL target language in Belgium (the German-speaking Community) and Estonia (in the case of schools for the Russian minority). In Belgium (the German-speaking Community), the decision to teach one or several of these subjects lies with the authority or body that administers the school. In Estonia, the situation is unusual in that it relates to the Russian language schools in which Estonian is used as the target language. It is also temporary given that Estonian will become the main language of instruction with effect from 2007/08 (at least 60 % of the curriculum will be taught in Estonian from the first year of upper secondary education).

At primary level in the United Kingdom (England), in the very small number of schools where it is offered, CLIL type provision typically involves a single subject selected by the school.

In Malta, where all schools offer bilingual education (in English and Maltese) from primary level onwards, teaching in the target language (English) focuses mainly on the science subjects.

Regardless of the educational level concerned, the status of the target language appears to have virtually no bearing on the selection and allocation of subjects (except in Estonia, Poland, Slovakia and Romania).

Figure 2.3: Subjects in the CLIL curriculum in mainstream school provision in primary education (ISCED 1), 2004/05



Source: Eurydice.

Additional notes

Belgium (BE fr): All subjects are possible in law except religion and ethics.

Belgium (BE de): The situation may vary between the schools. Psychomotor and sports activities, artistic activities and handiwork may legally be taught in French or in German (in the case of French language schools or sections for the French-speaking minority).

Belgium (BE nl) and Lithuania: CLIL provision solely in pilot projects.

Germany, Spain and Netherlands: The choice of subject varies from one school or region to the next.

Estonia: The situation shown relates to Russian language schools. Estonian is progressively introduced with effect from the first year. CLIL may also be used for literary and social science subjects.

Spain: The information shown relates solely to the types of CLIL existing in Autonomous Communities that were able to take part in data collection.

Hungary: All subjects may be used for CLIL except Hungarian language and literature.

Austria: All subjects except German language may be used for CLIL.

Poland: The situation shown relates to teaching in one or more minority languages. All subjects are possible except Polish language, or the history or geography of Poland.

Slovakia: The situation shown relates to teaching in minority languages. All subjects except Slovak language may be used for CLIL.

United Kingdom (SCT): CLIL type provision is at the discretion of the school head.

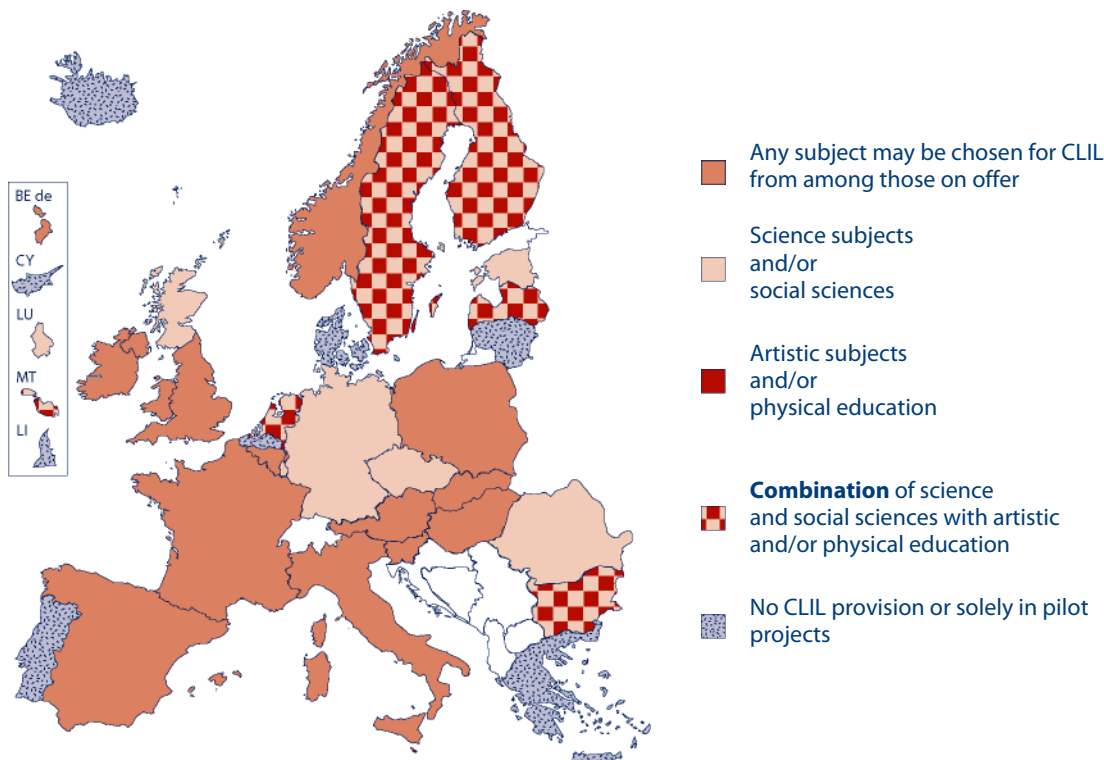
Liechtenstein: CLIL provision is available during the third year of primary education but on a very limited basis.

Romania: The situation shown relates to teaching in minority languages. All subjects may be used for CLIL except Romanian language, history and geography.

Explanatory note

Subjects offered in pilot projects have not been included in this survey.

Figure 2.4: Subjects in the CLIL curriculum in mainstream school provision in general secondary education (ISCED 2 and 3), 2004/05



Source: Eurydice.

Additional notes

Belgium (BE fr): All subjects are possible in law except religion and ethics. Depending on the qualifications of the teaching staff available, schools may limit the choice of subjects.

Belgium (BE nl) and Lithuania: CLIL provision solely in pilot projects.

Czech Republic: In the majority of schools, pupils may choose up to three optional subjects in addition to science or social science subjects.

Germany and Romania: The information shown relates solely to social sciences.

Estonia: The range of subjects on offer broadens in upper secondary education to include lessons on the history of the target language country.

Spain: The information shown relates solely to the types of CLIL existing in Autonomous Communities that were able to take part in data collection.

Hungary: The situation shown relates to CLIL provision using one or more foreign languages. All subjects are possible except Hungarian language and literature.

Netherlands: Schools decide what kind of curriculum will be offered (in both lower and upper secondary education). At some schools it is possible to write a paper in English.

Poland: The situation shown relates to teaching in one or more foreign languages. All subjects are possible except Polish language, or the history or geography of Poland. In the case of provision in minority or regional languages, the number and type of subject vary from one school to the next.

Liechtenstein: CLIL provision is available during the third year of primary education but on a very limited basis.

Bulgaria: In the first year of lower secondary education, the first choice languages are the mother tongue, mathematics, sports and artistic subjects. With effect from the second year, CLIL provision concentrates on literary and science subjects.

Romania: The situation shown relates to teaching in foreign languages. In the case of CLIL provision in one or more minority languages, all subjects may be taught except Romanian language, or the history and geography of Romania.

Explanatory note:

Subjects offered in pilot projects have not been included in this survey.

The most frequently cited science subjects are mathematics, biology, physics, chemistry and technology.

The most frequently cited social science subjects are history, geography and economics.

The most frequently cited artistic subjects are music and the plastic and visual arts.

2.4. Official teaching time

In the majority of countries, the minimum amount of time officially recommended for teaching in the target language varies somewhat because schools are largely free to determine the nature and scale of their own CLIL-based activity.

Besides differences in terms of sections or classes and subjects, which exist in all countries, differences in the amount of lesson time each week depending on the type of CLIL provision concerned are apparent from one region or locality to the next as in Germany, Spain and Italy, from one school to another as in Belgium (the French Community), the Czech Republic, Slovenia and Finland, or yet again depend on the status of the languages in question as in Latvia, Poland, Finland and Romania. In Latvia and Romania, CLIL provision in minority languages is highly diversified. Depending on the school, it varies from provision focusing on several subjects to a single subject a week in the target language. In Poland and Bulgaria, the first year of CLIL provision in a foreign language centres on intensive learning of the target language. The time devoted in the same year to instruction using a minority language is far less.

Luxembourg and Malta, in which CLIL provision has occurred on a general basis for many years, are atypical. In Luxembourg, all teaching in the first year of primary education is in German. Subjects are then allocated for the second target language (French). In Malta, around half of the curriculum is taught in English irrespective of the year concerned.

The minimum amount of time for this type of provision (irrespective of the status of the languages concerned) is not indicated in any specific recommendation in the German-speaking Community of Belgium (at either primary or secondary level), Estonia, Ireland, Austria (secondary education), Slovakia, Sweden, the United Kingdom or Norway.

Figure 2.5: Official minimum amount of time allocated to CLIL each week in pre-primary education (ISCED 0), primary education (ISCED 1) and general secondary education (ISCED 2 and 3), 2004/05

BE fr	ISCED 0-1: CLIL must correspond to at least half (and no more than three-quarters) of weekly provision from the third year of pre-primary education to the second year of primary education. CLIL must correspond to at least one quarter (and no more than two-thirds) of weekly provision from the third year of primary education to the sixth year of primary education. ISCED 2-3: CLIL may account for one quarter of weekly taught time
BE de	ISCED 0: between 50 and 200 minutes a week; ISCED 1-3: no recommendations
CZ	Varies depending on the institution and subjects concerned On average, 2 or 3 lessons per subject concerned per week
DE	Varies depending on the particular <i>Land</i> . On average 2 or 3 lessons per subject concerned per week.
ES	Varies depending on the particular Autonomous Community CLIL provision in English: ISCED 0: 7-9 hours a week ISCED 1: 9-12 hours a week (depending on the stage) ISCED 2 (first year): on average 11 hours a week

Figure 2.5 (continued): Official minimum amount of time allocated to CLIL each week in pre-primary education (ISCED 0), primary education (ISCED 1) and general secondary education (ISCED 2 and 3), 2004/05

FR	ISCED 1: 2 hours a week of additional instruction in the target language ISCED 2 and 3: 4 hours a week of additional instruction in the target language + subject taught half in French and half in the target language
IT	Varies depending on the region
LV	Varies in the case of foreign languages (from 1 to 6 lessons per subject per week depending on the year concerned) Provision with minority languages is in a transitional stage
LU	ISCED 1: 24 hours a week (out of 30 in all). ISCED 2 and 3: 25 hours a week (out of 30 in all).
HU	Varies (must be equivalent to the minimum amount of time per subject in mainstream education)
MT	Around 50 % of teaching in the target language
NL	ISCED 1: (:) ISCED 2 (years 1-3): 50 % of teaching in the target language ISCED 2 (years 4-5/6): at least 1150 hours are recommended for this stage
AT	ISCED 1: 1-2 hours a week ISCED 2 and 3: no recommendation. Allocation at the discretion of the teachers.
PL	ISCED 1: (foreign languages) first year – intensive teaching of the target language (18 hours a week). ISCED 2 at <i>gymnasium</i> (foreign languages): 6 hours a week for 3 years. ISCED 3 (preparatory year for <i>lyceum</i>): 18 hours a week of intensive teaching of the target language. ISCED 3 at <i>lyceum</i> (foreign languages): 6 to 8 hours a week ISCED 1 (minority languages): first year (4 hours a week)
SI	Varies (schools may fix the number of subjects a week)
FI	Varies depending on the school and the status of the language offered
BG	ISCED 1: first year – intensive teaching of the target language (21 lessons/week) Other years (+ ISCED 2 and 3): (:)
RO	ISCED 1, 2 and 3 (foreign languages): 4 lessons/week using the target language (irrespective of the year) + 1 lesson/week in a chosen language ISCED 1, 2 and 3 (minority/regional languages): varies because school types differ. The time for teaching using a minority language may be equivalent to that recommended in mainstream education in some schools; from 4 to 8 lessons/week depending on the year in others; from 1 to 4 lessons a week in yet others.

No CLIL provision: BE nl, DK, EL, CY, LT, PT, IS and LI

No recommendation: EE, IE, SK, SE, UK and NO

Source: Eurydice.

Additional notes**Spain:** The information shown relates solely to the types of CLIL existing in Autonomous Communities that were able to take part in data collection.**Liechtenstein:** CLIL provision is available during the third year of primary education but on a very limited basis.**Norway:** The Norwegian National Centre for Foreign Language Instruction is to propose new requirements in the near future.Explanatory note

A lesson generally lasts 50 minutes.

2.5. Evaluation and certification

Pupil assessment and certification

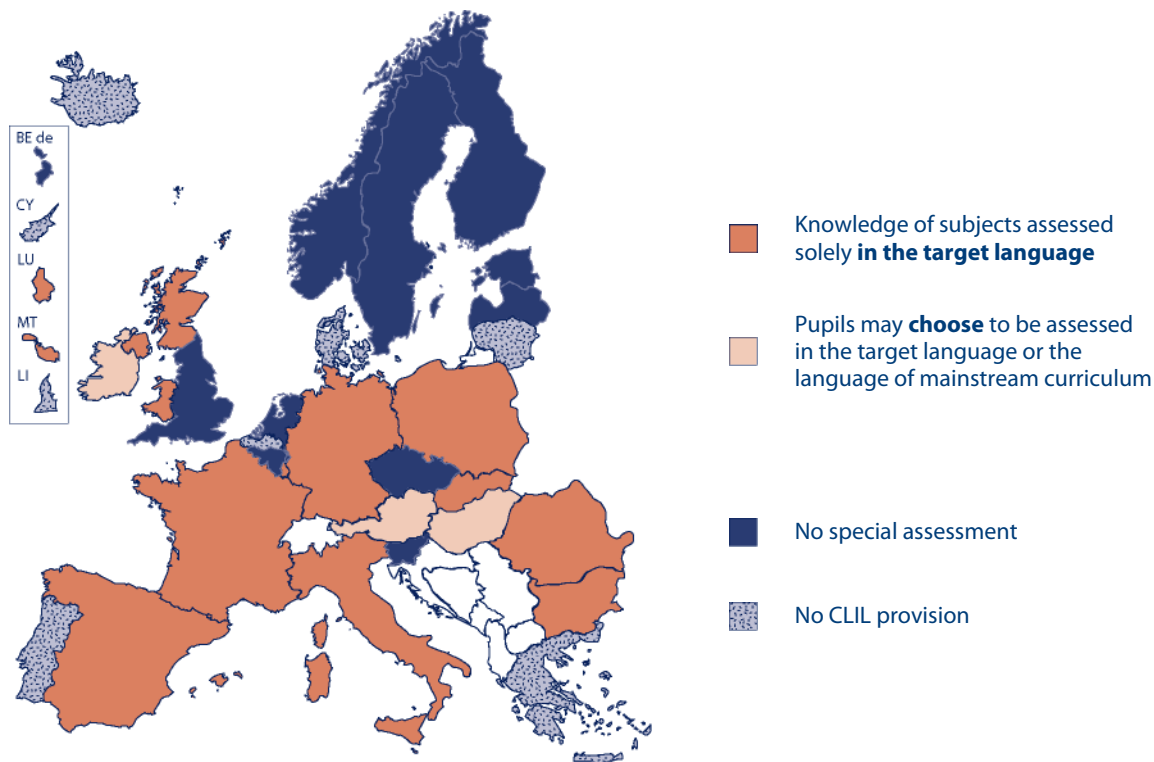
Besides the assessment that all pupils undergo in mainstream education, assessment of their attainment specifically in relation to CLIL occurs in almost half of the countries concerned, normally in secondary education. In general, this special form of assessment is carried out in the CLIL target language and focuses on the knowledge learners have of the subjects selected for the CLIL curriculum. Nevertheless, in countries such as Ireland, Hungary and Austria, pupils may decide whether they will be examined in the CLIL target language or in the language of mainstream curriculum.

In all other countries in which CLIL type provision is available, there is no special assessment and pupil proficiency as regards the content of the curriculum is assessed solely using the language of mainstream curriculum. In the case of the Netherlands, however, many schools offer pupils the possibility of taking an additional examination in English to demonstrate their language ability.

In all of these countries, the attainment of pupils involved in CLIL is (or may be) formally recognised with the award of a **special certificate**. The linguistic ‘value added’ acquired by pupils during the years spent in CLIL is taken into account. In Germany, for example, the fact that pupils have attended bilingual school sections or streams is certified at the end of lower and upper secondary education. Additional indications regarding the target languages, the subjects studied and the periods of study are included on the certificate.

Furthermore, as a result of bilateral agreements between certain countries, pupils with a certificate that makes mention of their CLIL curriculum may continue studies in higher education in the partner countries. For example, in the Czech Republic, Germany, Hungary, Poland and Bulgaria, pupils from bilingual upper secondary schools (which in Poland use French as the target language) have a special entitlement enabling them to enrol in universities abroad without having to take language tests. The situation is similar for Romanian pupils who have been examined in a foreign language, in subjects other than languages and literature, for their upper secondary school leaving certificate. In Hungary, pupils who have passed at least two examinations in the target language are awarded a bilingual certificate.

Figure 2.6: Special assessment of pupils who have taken part in CLIL provision in general secondary education (ISCED 2 and 3), 2004/05



Source: Eurydice.

Additional notes

Czech Republic: Assessment is being conducted on an experiment basis until 2014.

Spain: The information shown relates solely to the types of CLIL existing in Autonomous Communities that were able to take part in data collection.

France: Pupils in international sections who are candidates for the international option of the *baccalauréat* may in the case of the written examination in history-geography choose between French or the target language of the section.

Ireland: All subjects in the State Examinations may be taken in Irish or English; Irish and English versions of all examination papers are provided. Students who answer through Irish are awarded bonus marks for doing so in most subjects, but the official certificate does not make any reference to the fact that the examination was taken in Irish.

United Kingdom (WLS/NIR): Pupils are normally assessed through Welsh or Irish in schools offering Welsh- or Irish-medium education.

Liechtenstein: CLIL provision is available during the third year of primary education but on a very limited basis.

Explanatory note

Special assessment: Any test or examination on the content of one or several subjects in the curriculum that pupils take in the CLIL target language.

Evaluation of schools

The external evaluation of schools is a very widespread practice in European countries. Nevertheless, in 2004/05, the evaluation of aspects specific to CLIL type provision in schools offering it was virtually non-existent. Only Belgium (the German-speaking Community), the Czech Republic, Latvia and the United Kingdom (Wales) carry out formal evaluation, which is undertaken by evaluators (inspectors or others) responsible to the education authorities. In the German-speaking Community of Belgium, they check the extent to which schools take account of provisions in the 2004 decree concerning the use of languages in education. Similarly, there is an evaluation of the effort they make to recruit teachers with the required language expertise, to offer them special in-service training, and to improve methodologies appropriate for conveying language skills. In the Czech Republic, schools with a CLIL curriculum are evaluated by the Czech School Inspectorate or by other specially commissioned bodies. In 2003, the Czech School Inspectorate evaluated 14 such schools. The inspectors focused in their evaluation on teaching materials, teaching staff and methods of teaching/learning as well as on pupil performance. Their report was very encouraging. Since 1998 in Latvia, data on the results of pupils and the performance of schools offering CLIL provision have been collected for quality evaluation purposes. In the United Kingdom (Wales), school inspectors should routinely evaluate how well pupils achieve bilingual competence where the school aims to achieve competence in both Welsh and English.

Other countries provide for indirect evaluation of schools offering CLIL. In the Netherlands, the inspectorate ensures that mainstream timetable arrangements are not compromised by the introduction of a CLIL type curriculum. The network of CLIL schools coordinated by the *Europees Platform* (European Platform) has set up its own CLIL Quality Scheme, which may include self-evaluation by schools and regular visits by either colleagues or independent experts. The latter evaluate the CLIL stream in relation to the CLIL standard adopted by all schools. If schools satisfy the criteria, they receive an official certificate.

In other countries such as Austria or the United Kingdom (Scotland), recent research projects have been commissioned by the education authorities to examine the educational or financial consequences of CLIL initiatives.

It seems reasonable to suppose that there will be changes in the way the quality of CLIL provision is evaluated and that evaluation will become steadily more widespread in the years ahead. Indeed, the current situation is partly attributable to the fact that the introduction of this kind of provision in many countries is a recent development. In the great majority of countries, CLIL (in particular involving foreign languages) has been referred to specifically in educational legislation only since the 1990s, so it is still slightly too soon for its impact to be fully measured.

CHAPTER 3

PILOT PROJECTS

Introduction

Pilot projects are defined here as any experimental activity or measure of limited duration which is established and funded at least in part by the public authorities (responsible for education) and which is subject to evaluation. Only ongoing projects at the time of information gathering have been considered in this survey.

The majority of countries offer CLIL as part of mainstream education (Figure 1.1 in Chapter 1) and one third of the countries in that group also offer it within pilot projects. Belgium (the Flemish Community) and Lithuania are the only countries that at present have developed just pilot projects.

These projects generally focus on CLIL type provision as such, except in the United Kingdom (England) and Bulgaria in which their scope is extended to broader more research-oriented considerations. Thus the United Kingdom (England) project is also concerned with issues such as how CLIL may raise standards in language learning and the wider curriculum, while the project in Bulgaria is aimed at the modernisation of teaching practice and materials.

In most cases, pilot projects last from one to three years depending on the country and are evaluated on their completion. The body responsible for funding or managing them is generally the Ministry of Education or a regional education authority (Spain). Either may operate in partnership with higher education institutions or research institutes, or with foreign education authorities or cultural centres (Lithuania and Bulgaria).

In most countries, the number of pilot projects offered is limited to no more than three, although Italy has launched over 100 projects since the end of the 1990s. Belgium (the Flemish Community), Germany, the United Kingdom (England) and Bulgaria concentrate on just one type of project.

The number of schools involved in these projects varies widely. Depending on the country, it may be anything from one to over 30. Spain, Slovenia and Norway launched pilot projects during the 2004/05 school year.

Figure 3.1: Date(s) at which pilot projects in CLIL provision have begun and bodies responsible for them, 2004/05

	Launch dates and period of implementation	Bodies responsible for funding and management
BE nl	One project ongoing since 2001 for an unspecified period	Ministry of Education
DE	1 project since 2000 Period of implementation: 2000-2007	<i>Senatsverwaltung für Bildung, Jugend und Sport (Land Berlin)</i>
ES	2 projects launched (in the Autonomous Communities of Madrid and the Balears) in 2004/05 Period of implementation: 2004/05-2006/07	Departments of Education of the two Autonomous Communities
IT	End of the 1990s: over 100 pilot projects throughout the country. Recent projects in Lombardy: 2001. Project in Veneto: 2003 (duration 2 years)	Projects run and funded by regional education authorities, university faculties, and regional institutions for research into education working alone, in partnership or on a closely coordinated basis. Existence of projects initiated by schools.
LT	Project 1: begun in 2001 and due for evaluation in 2005 Project 2: 2002 and due for evaluation in 2006	Ministry of Education and Science in cooperation with the education development centre and the teacher development centre In project 2, the partners are the above and also the <i>Centre culturel français</i> , the British Council and the local municipalities
NL	Project 1 (based in Rotterdam): launched in 2003/04 for an unspecified period Project 2 (focused on Frisian and English) since 1997. Duration of the programme: 8 years	Project 1: Support from the municipality of Rotterdam Project 2 (focused on Frisian and English): in cooperation with the <i>centre for educational advice</i> and the <i>Fryske academy</i>
SI	One project launched in the 2004/05 school year and due for evaluation in 2007/08.	Funded by the Ministry of Education and Sport and run by the National Education Institute.
SK	Several ongoing projects launched in the 2001/02 school year Period of implementation: may vary from 3 to 5 years, depending on the project concerned	The school founder. The Ministry of Education must approve the project application.
UK- ENG	CILT, the National Centre for Languages, began the three-year Content and Language Integration Project (CLIP) in 2002.	Financial support from the Department for Education and Skills (DfES)
UK- SCT	Three projects between 2000 and 2004. Project 1: from 2000 to the present Project 2: from session 2003/04 Project 3: from school sessions 2002/03 and 2003/04	All three projects are funded by the Ministry with match funding from the (local) Education Authority
NO	A few projects initiated by schools began in 2004	Funded by the regional education authorities and managed by the individual schools
BG	1998: a project launched with teachers from bilingual schools for the purpose of devising teaching materials. Work began in 2002 and is currently focusing on the modernisation of teaching practice.	Project financed and managed by the <i>Institut français</i> and the British Council in cooperation with the Ministry of Education and Science

Source: Eurydice.

Additional note**Spain:** The information shown relates solely to the types of CLIL existing in Autonomous Communities that were able to take part in data collection.

3.1. Aims and context

According to the countries that develop pilot projects, the reasons for doing so are generally similar to those that have led most of them to develop CLIL type provision in mainstream education. Projects invariably reflect a strong desire on the part of the education authorities to enable pupils to improve their language proficiency or a strong demand on the part of immigrant families, or those with dual nationality, for educational provision in two languages.

In the Flemish Community of Belgium and Lithuania, projects are motivated by considerations similar to the foregoing but further reflect particular regional or legal circumstances. CLIL type provision in mainstream education is non-existent because the language legislation in force has attached special importance to the primacy of the language of instruction. Use of another language for teaching has been regarded as 'illegal'. The Flemish Community project has been supposed to satisfy the need for CLIL type provision for Dutch-speaking pupils resident in Brussels. In Lithuania, one of the projects is concerned specifically with enabling Russian-speaking pupils to become proficient in Lithuanian. Indeed, the governments concerned have developed these projects in accordance with proposals for a new language law or recommendations likely to pave the way for CLIL in mainstream education.

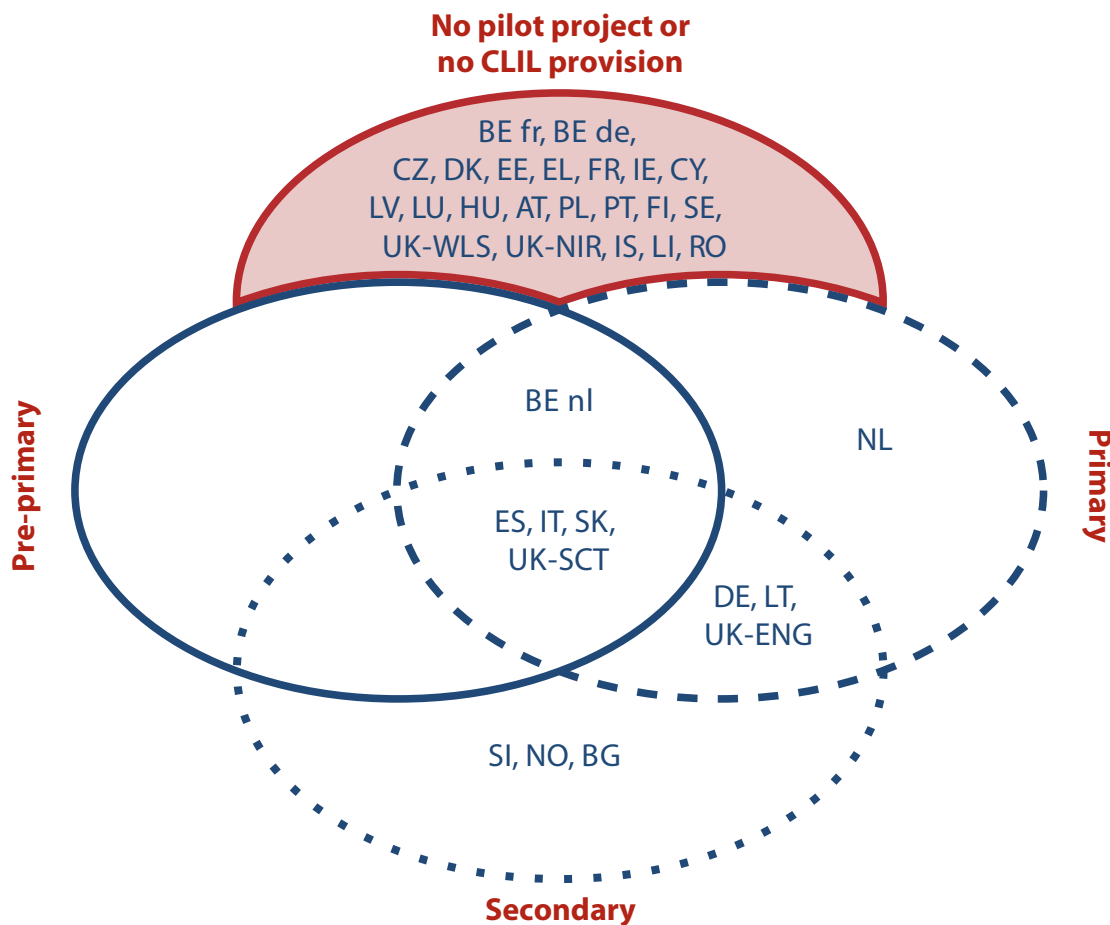
Pilot projects in Italy, the Netherlands, the United Kingdom (England) and Bulgaria have been undertaken for more specific reasons. In Italy, a few regional projects have focused on the professional training of teachers in the area of CLIL and on exchanges of experience. The desire, in the Netherlands, to encourage general proficiency in a minority language and a foreign language without compromising the role of the language of instruction is central to the three-language pilot project. In the United Kingdom (England), CILT, the National Centre for Languages (the government's recognised centre of language expertise) has examined the potential of studying a curriculum subject through the medium of a foreign language. This work will be built on to establish how language might be integrated with other parts of the curriculum. In Bulgaria, the ongoing project involves teachers in the preparation of teaching materials.

Overall, the extension of CLIL type provision or its incorporation within mainstream education are among the most frequently cited long-term general aims of pilot projects. Such extension is generally concerned with increasing the number of schools offering CLIL (as in Spain), or integrating CLIL with mainstream education in individual schools (Lithuania, Slovenia and Norway), or yet again with the exchange of good practice as in the United Kingdom (England and Scotland). Behind the prime objective in the Flemish Community, which is to enable pupils to learn about a subject through associating it with French, lies the aim of identifying the best way of implementing CLIL in the particular context of Dutch-speaking schools. In Lithuania and the United Kingdom (England and Scotland), project aims are also linked to the need for a reference guide with recommendations, which might be used by any school wishing to offer CLIL type provision based on the results of a pilot project.

3.2. Educational levels and target languages

The levels of education involved vary very widely among projects both within a particular country and from one country to the next. Figure 3.2 shows the educational levels covered by all projects developed at national level. Five countries or regions, namely Belgium (the Flemish Community), Spain, Italy, Slovakia and the United Kingdom (Scotland) have set up projects at as early as pre-primary level at which provision is however often marginal. The pilot projects in the Netherlands focus solely on primary education, while in Slovenia and Norway they are limited to upper secondary level.

Figure 3.2: Educational levels covered by pilot projects related to CLIL provision, 2004/05



Source: Eurydice.

[Additional notes](#)

Germany: At secondary level, only lower secondary education (ISCED 2) is concerned.

Spain: At secondary level, only lower secondary education (ISCED 2) is concerned. However, the information shown relates solely to the types of CLIL existing in Autonomous Communities that were able to take part in data collection.

In the great majority of countries, pilot projects are concerned with teaching in one or more foreign target languages which (as in mainstream education) are generally English, German and French. Only the Netherlands has developed a project centred on a minority/regional language. The Dutch project, as well as one of the Lithuanian projects, is also unusual in offering combined trilingual provision (with an official state language, a minority language and a foreign language).

Figure 3.3: Target languages used in pilot projects related to CLIL provision, 2004/05

	One or more foreign languages or other official state languages	One or more regional/minority languages
BE nl	French	⊗
DE	English, French, Russian, Spanish, Italian, Turkish, Greek, Portuguese and Polish	⊗
ES	Autonomous Community of Madrid project: English Autonomous Community of the Balears project: English and French	⊗
IT	Project in Lombardy: English, French, German and Spanish Project in Piedmont: English, French, German and Russian	⊗
LT	Project 1: Lithuanian Project 2: English, French and German	⊗
NL	Project in Rotterdam: English Trilingual project: English	Trilingual project: Frisian
SI	English	⊗
SK	English, German, French and Spanish	⊗
UK-ENG	French, German and Spanish	⊗
UK-SCT	Project 1: French; Project 2: Spanish; Project 3: French	⊗
NO	English	⊗
BG	French and English	⊗

⊗ No CLIL provision for the type(s) of language(s) under this heading

Source: Eurydice.

Additional notes

Spain: The information shown relates solely to the types of CLIL existing in Autonomous Communities that were able to take part in data collection.

Lithuania: The projects relate to 24 Russian-speaking schools. Lithuanian is thus used as a target language. Project 2 may involve two or three languages. In the latter case, the target languages concerned are Lithuanian and English.

3.3. Selection of schools and pupils

Schools and pupils that are partners or participants in a pilot project have generally gone through a prior selection process.

At school level, only Spain and the United Kingdom (England) adopt clearly indicated selection procedures. As regards requirements, schools in those two countries are selected either on the basis of any previous experience in CLIL type provision and geographical location (Spain), or following an open invitation to participate as in the case of the United Kingdom (England). In Norway, schools do not have to undergo any selection process given that they themselves initiate projects.

Pupils are in general selected mainly on the basis of their proficiency in the one or more target languages. Those who have been involved in early learning sections for the target language are granted priority in Spain and the United Kingdom (Scotland).

3.4. Subjects taught through CLIL

Given the significant autonomy of schools and the precise nature of certain projects, the subjects taught in the one or more target languages vary from one project and country to the next.

However, among countries with pilot projects in primary education (Figure 3.2), Belgium (the Flemish Community) and the United Kingdom (Scotland) are those in which CLIL type provision is generally linked to creative or play activities. Mathematics is occasionally included. This approach is different from that of CLIL type provision in mainstream school education at the same level (Chapter 1), at which most subjects are covered.

At secondary level, the most frequently cited subjects for pilot projects are the sciences and social sciences.

Figure 3.4: Subjects in the CLIL curriculum included in pilot projects in primary education (ISCED 1) and general secondary education (ISCED 2 and 3), 2004/05

BE nl	Varies depending on the school School 1: mathematics during the first three years, and then a change to environment related subjects School 2: first, drawing plus creative activities, and then a change to environment related subjects School 3: environment related subjects
DE	Varies depending on the school, but generally social sciences and artistic subjects
ES	Project 1: all subjects except mathematics and Spanish Project 2: all subjects except Spanish and Catalan
IT	Varies, but in general: ISCED 1-2: sciences, art, geography and technology ISCED 3: history, biology, ecology, science, economics, etc.
LT	Geography, music, biology, chemistry, history, mathematics and computer science are recommended
NL	Varies depending on the school
SI	History, art, music, geography, psychology, sociology, philosophy, etc.
SK	Varies depending on the school, but generally science
UK-ENG	Geography, some history (ISCED 1), science, geography, history, personal, social and health education (PSHE), some physical education (ISCED 2 and 3)
UK-SCT	Project 1: most areas of the curriculum Project 2: games, songs, drama, dance Project 3: artistic subjects, home management, environmental studies, ICT
NO	History and natural sciences
BG	Science and social science subjects (at least three subjects in the target language during the first two years)

Source: Eurydice.

Additional note

Spain: The information shown relates solely to the types of CLIL existing in Autonomous Communities that were able to take part in data collection.

As in the case of the official minimum time for CLIL type provision in mainstream school education (Chapter 2), the minimum time recommended in pilot projects generally varies not only from one project to the next but above all depends on the subjects and years concerned. Overall (subjects and years combined), the official minimum varies from between 1 and 11 hours per week.

There are no special central recommendations on this subject in Lithuania, the United Kingdom (England) and Norway.

Figure 3.5: Recommended minimum amount of time to be spent on pilot projects related to CLIL provision, 2004/05

BE nl	2 hours a week in the first two years 3 hours a week from the third year onwards
DE	Varies depending on the school. Around 6 hours a week in the target language and 4 hours a week in one or two subjects.
ES	Project 1: one-third of all weekly teaching in the target language Project 2: 2 or 3 hours a week spent learning the target language plus 3 hours on a subject
IT	Varies depending on the school, but projects are generally limited to short periods of between 10 and 20 hours a year
LT	No recommendation
NL	Project 1 (foreign language): 1-2 hours a week Project 2 (trilingual): Frisian is the language of instruction for 50 % of the time in years 1-5. 50 % in Dutch English: taught as a subject from years 7-8 onwards. The time allocation becomes 20 % in English, 40 % in Frisian and 40 % in Dutch.
SI	5-8 hours a week
SK	3 hours a week
UK-ENG	No recommendation
UK-SCT	Project 1: a total of 40 hours a year in the target language (on average, 1 hour a week in the first two years and one-and-a-half hours a week in subsequent years) Project 2: varies depending on the schools concerned Project 3: although there are no official recommendations from the Ministry or local education authority, the school aims to provide 15 % of the week (around 4 hours) throughout the year in P1-P2 (ages 5-6) and about 35-40 % (9.5 to 11 hours) in the older classes (P3 to P5, ages 7-9)
NO	No recommendation
BG	2 hours per subject per week

Source: Eurydice.

Additional note

Spain: The information shown relates solely to the types of CLIL existing in Autonomous Communities that were able to take part in data collection.

3.5. Evaluation

The evaluation of pilot projects generally involves the evaluation of both pupils and schools.

In the majority of countries, the evaluation of pupils is generally similar to that carried out when CLIL is included in the mainstream system.

Evaluation of schools generally takes place on completion of the project. In Spain and the Netherlands (in 2005/06 as part of the trilingual project), intermediate stages of evaluation are also provided for. Only Belgium (the Flemish Community) does not arrange for national or regional evaluation, but quarterly screening by an expert group.

The pilot projects in Spain, Lithuania, Slovenia and Norway have not so far been fully evaluated. Depending on the country and project concerned, evaluation will be completed between the end of 2005 and the end of 2007.

The pilot projects already evaluated in Belgium (the Flemish Community), Italy, the United Kingdom (Scotland) and Bulgaria are generally felt to have yielded positive findings.

In Belgium (the Flemish Community), the level of skills acquisition among pupils in the target language and the provision of teaching in that language have been judged satisfactory. In the United Kingdom (Scotland), evaluation findings from the three pilot projects launched after the year 2000 were encouraging, with one of them regarded as indicative of good practice. However, exposure to the language was considered too weak. The shortage of qualified teaching staff for CLIL type provision was also noted, a point to which attention was similarly drawn in several project evaluations in Italy. In Bulgaria, the pilot project concerned with the modernisation of teaching practice in CLIL type provision culminated in the production of seven new types of resource for teaching certain subjects in French.

CHAPTER 4

TEACHERS

CLIL type provision requires of the teachers responsible for it – and this is their common distinctive attribute – the ability to teach one or more subjects in the curriculum in a language other than the usual language of instruction and thereby teach that language itself. Such teachers are thus specialists in two respects. The first section of this Chapter seeks to identify the means adopted by education authorities to make sure that teachers do indeed possess the necessary language competence and teaching and methodological skills, as well as a good knowledge of the non-language subject to be taught. One of the strategies identified involves requiring that they should possess a special qualification or certificate in addition to what is normally needed to teach at a particular level. Other recruitment criteria are also examined in this first section.

The second section discusses the different kinds of initial or in-service training organised for teachers to acquire all those skills that are specific to CLIL type provision. In the last section, we examine the working conditions of such teachers to ascertain in particular whether they are granted any financial or other benefits specifically in return for their CLIL-related responsibilities and, if so, to identify those benefits.

4.1. Qualifications and recruitment criteria

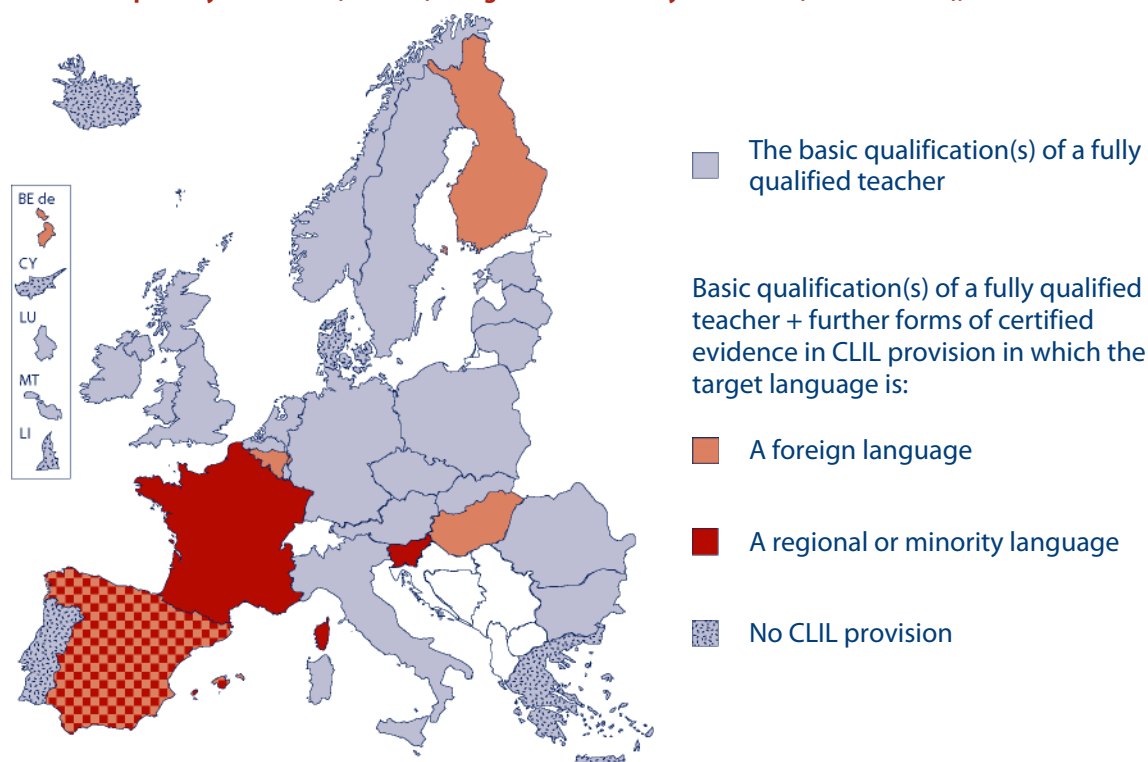
Requisite diploma/certificate

In CLIL type provision, teachers are generally fully qualified for the one or more educational levels at which they work. In most cases, they are specialists in one or more non-language subjects or have two areas of specialisation, one in a language subject and the other in a non-language subject. Certified evidence of further particular skills in addition to their teaching qualification is a firm requirement in only a minority of countries.

None of the diplomas or certificates required relates to CLIL type provision as such, or more specifically to particular aspects of its teaching principles and methodology. All forms of certified evidence of this kind, which certain countries require, are concerned with the language skills and linguistic knowledge of teachers. As already emphasised, the basic qualifications required relate generally to non-language subjects. It is hardly surprising therefore that, where they exist, further diplomas or certificates testify to skills associated with the second area of expertise needed in CLIL type provision, namely language skills.

Several countries such as Germany, Austria and Norway state that teachers have generally studied two subjects during their education. If they study a foreign language and a non-language subject, they are thus competent in the two types of subject targeted by CLIL. However, only Hungary requires certified evidence of these two specific areas of specialisation.

Figure 4.1: Qualifications required for teaching in CLIL provision in primary education (ISCED 1) and general secondary education (ISCED 2 and 3), 2004/05



Source: Eurydice.

Additional notes

Belgium: There are three national languages in Belgium (Dutch, French and German) which are spoken in four language regions, namely the French language region, the Dutch language region, the bilingual Brussels-Capital region (in which both French and Dutch are official languages) and the German language region. Under language laws adopted in 1963 and a decree approved in the German-speaking Community in 2004, the language of instruction has to be Dutch in the Flemish Community, French in the French Community and German in the German-speaking Community. However in a few communes with special status in the French and Flemish Communities, as well as in the German-speaking Community, primary education may be offered in another national language under certain circumstances.

Belgium (BE fr): Dutch and German, two of Belgium's three national languages constitute the target languages, along with English.

Belgium (BE de): French, one of Belgium's three national languages, is the target language. In primary schools or sections offering instruction in French, German is the target language.

Estonia: In schools for the Russian minorities (where Estonian is the target language), teachers must have specific qualifications testifying to their knowledge of Estonian (where this language is not their mother tongue).

Spain: The information shown relates solely to the types of CLIL existing in Autonomous Communities that were able to take part in data collection.

Latvia: In schools for ethnic minorities (where Latvian is the target language), teachers must have a specific certificate testifying to their knowledge of Latvian, which must correspond to level C1 of the Council of Europe Common European Framework of Reference for Languages.

Liechtenstein: CLIL provision is available during the third year of primary education but on a very limited basis.

Explanatory note

Qualification: Diploma or certificate awarded by a training institution and/or the central or top-level education authorities, officially recognising the skills and knowledge of its holder.

Further form of certified evidence: Any diploma, certificate, or special indications that are further to the basic qualification(s) required for recruitment as a fully qualified teacher.

Figure 4.2: Types of specific or further qualification required for teaching in CLIL provision in primary education (ISCED 1) and general secondary education (ISCED 2 and 3), 2004/05

Type of specific or further qualification required	Country
Certificate or diploma testifying to knowledge of two languages of instruction	SI
Basic qualification obtained in the target language, and/or certificate of upper secondary education obtained in the target language	BE fr, BE de
Certificate of (advanced) knowledge of the target language	BE fr, BE de, ES, HU, FI
Certificate testifying to the completion of 55 credits (80 marks) in the target language	FI
Regional language CAPES or a university qualification in the regional language	FR
Qualification in two subjects including a language subject	HU

Source: Eurydice.

Additional notes

Belgium (BE fr): Under a July 2003 decree, it is possible to apply more flexibly the criteria that have to be respected.

Belgium (BE fr, BE de): No more than one of the three specified qualifications is required.

Estonia: In schools for the Russian minorities (where Estonian is the target language), teachers must have specific qualifications testifying to their knowledge of Estonian (where this language is not their mother tongue).

Spain: The situation varies very widely from one Autonomous Community to the next. The information shown relates solely to the types of CLIL existing in Autonomous Communities that were able to take part in data collection.

France: Teachers at ISCED level 1 may not necessarily hold a university qualification, but in that case they must have taken a regional language module during their initial or in-service training.

Latvia: In schools for ethnic minorities (where Latvian is the target language), teachers must have a specific certificate testifying to their knowledge of Latvian, which must correspond to level C1 of the Council of Europe Common European Framework of Reference for Languages.

Hungary: Teachers working at ISCED levels 1 and 2 have to possess a qualification with a language specialisation; at ISCED level 3, they also have to be qualified to teach two subjects one of which is a language subject. If teachers have no initial language qualification, they have to possess a B2-C1 level certificate (Common European Framework of Reference for Languages) and, until 2006, complete training for a language qualification.

Finland: These requirements are solely for teachers involved in 'strong' forms of CLIL type provision with a foreign language as target language. They may be replaced by satisfactory performance in a language test. Only one of the two types of requirement has to be satisfied.

The fact that few countries require further forms of certified evidence for CLIL type provision may be attributable to several factors. In many education systems, CLIL is not highly developed or has existed for only a short period in pilot project form, as in the case of Italy, Lithuania and the United Kingdom (England). Conversely, this type of provision is very widespread in certain countries including Ireland and the United Kingdom (Wales) or – in the case of Malta and Luxembourg – normal practice. Because it is not regarded as out of the ordinary in such circumstances, no further requirement is specified. Furthermore, in several countries in which CLIL type provision occurs in communities speaking a so-called minority or regional language, teachers generally have a good command of two languages, namely the regional or minority language corresponding to their mother tongue and the other language which is (one of) the official state language(s).

That said, the situation in some countries is changing. Since December 2003, France has adopted a fresh form of further certified evidence for 'teaching a non-language subject in a foreign language'. At present, this has not been made compulsory in teacher recruitment to the *sections européennes* or even the *sections internationales*. However, it seems likely to be of central significance in the recruitment process.

In Germany also, some of the *Länder* have developed special further qualifications for so-called bilingual provision (*Bilinguales Lernen* or *Euregio-Lehrer*) in the target language and another subject in the curriculum. Students may obtain these qualifications during their studies, after their first teaching qualification or during their practical training. There is also a certificate in bilingual and immersion instruction in primary education in the United Kingdom (Northern Ireland). Yet as in France, in neither of these countries is it necessary to hold the foregoing qualifications in order to teach in CLIL type provision.

In Lithuania, in which CLIL type provision with a foreign language as target language occurs only in a pilot project, it is planned to identify certain qualifications requirements for teachers once the experimental phase has been evaluated.

According to new (2004) regulations regarding teacher training standards in Poland, all graduates should master a foreign language and have reached level B2 or B2+ of the Council of Europe Common European Framework of Reference for Languages ⁽¹⁾. In addition, teachers are now obliged to specialise in a second subject. If they choose the combination 'non-language subject plus foreign language', they have to reach level C2 of the Common European Framework of Reference for Languages, in the case of the language subject. Although general and applicable to all teachers, such regulations may have a major impact on the capacity of education systems to offer more CLIL type provision. Indeed, as the lack of qualified teachers is often cited as a major barrier to its development, such measures can only help to promote it.

Other recruitment criteria

While few education authorities have laid down formal requirements for those wishing to embark on teaching in CLIL, or insist on the possession of a further qualification, most of them use other strategies to ensure that the teachers concerned do have the necessary skills. These strategies vary not merely from one country to another but also within individual countries.

Their common feature, however, is that they all provide for formal confirmation of the language competence and proficiency of teachers. As already emphasised, this kind of ability assumes special importance when one seeks to identify the special skills of teachers involved in CLIL type provision, in so far as their basic skills are generally those possessed by teachers of non-language subjects. An empirical survey conducted in Norway found no teacher working in CLIL type provision who was only qualified to teach languages. As a rule, the majority of the teachers have double degrees or, in other words, the qualifications needed to teach both a foreign language and a non-language subject. There are also a few teachers with the qualifications required to teach a non-language subject only.

Most of these strategies may be associated with four main criteria, namely that prospective CLIL teachers should 1) be native speakers of the target language, 2) have completed a course or studied in the target language, 3) be undergoing in-service training on CLIL type provision, and 4) have taken a language test or examination (see Figure 4.3). Strategies associated with the last two categories are developed specifically for recruiting teachers. Those associated with the first two are ways of ensuring less directly that appropriate teachers will be selected for CLIL. In most countries, all such strategies are adopted on a voluntary basis.

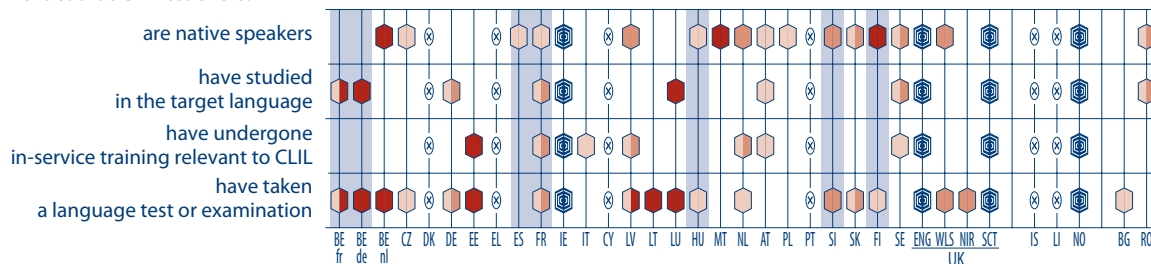
⁽¹⁾ The Council of Europe Common European Framework of Reference for Languages contains a six-level scale (A1, A2, B1, B2, C1 and C2) providing for a description of competence levels in languages.

Tests or examinations may be organised by the different bodies concerned, whether local (schools) or the central authorities. In Luxembourg, prospective teachers have to take a test in the one or more languages in which they have not received higher education. In Estonia, Latvia and Lithuania, the test language is the state language. Teachers taking the test are those who work in schools for linguistic minorities (Russian in most cases) and for whom the mother tongue is not the state language. Except in these countries, the Netherlands and Slovakia, such tests are not compulsory.

Certain countries recommend that teachers should undergo in-service training for this particular kind of provision. This applies to Italy, the Netherlands, Austria and Finland in the case of CLIL in which the target language is a foreign language. Indeed, in the case of the first two countries such training is compulsory and, in Italy, goes in hand in hand with the establishment of pilot projects. Such forms of training all contain elements of the teaching principles and methodology peculiar to CLIL type provision (see section 4.2).

Figure 4.3: Criteria that education authorities may consider relevant in ensuring that teachers recruited for CLIL provision in primary education (ISCED 1) and general secondary education (ISCED 2 and 3) possess the appropriate language skills, 2004/05

The fact that CLIL teachers:



In CLIL provision in which the target language is:

- A foreign language
- A regional and/or minority language
- The official state language or one of several official state languages

None of the above four criteria are reported

No CLIL provision

Countries in which teachers have to possess an additional form of certified evidence

Source: Eurydice.

Additional notes

Belgium and Slovenia: Teachers should have not only a good command of the target language but also some knowledge of the official language of the Community or the country.

Estonia: The test language is Estonian. The teachers concerned are those who work in Russian-speaking schools and whose mother tongue is not Estonian.

Spain: The information shown relates solely to the types of CLIL existing in Autonomous Communities that were able to take part in data collection.

Latvia: Latvian, the official state language, is the target language in schools for ethnic minorities (mainly Russian, Polish, Ukrainian, Estonian and Lithuanian linguistic minorities).

Lithuania: The test language is Lithuanian. The teachers concerned are those who work in the 24 Russian-speaking schools involved in the pilot project.

United Kingdom (ENG): CLIL provision is rare. The school's decision to offer it may often depend on the expertise available in its existing teaching body.

United Kingdom (NIR): Most teachers in primary education in which Irish is used as the language of instruction have studied language immersion methodology during their initial training.

Liechtenstein: CLIL provision is available during the third year of primary education but on a very limited basis.

Explanatory note (Figure 4.3)

This Figure illustrates the main criteria that may be adopted by the education authorities concerned, at any level, to ensure that teachers possess appropriate language skills. These criteria in no way reflect the content of official or compulsory regulations. Only Luxembourg, the Netherlands and Slovakia have made tests/examinations compulsory, as have Estonia, Latvia and Lithuania for teachers working in linguistic minority schools and whose mother tongue is not the state language. For more information on the types of CLIL teaching for which a specific or further qualification is required, see Figures 4.1 and 4.2.

Besides expecting teachers responsible for lessons to possess appropriate language skills, certain schools also rely on the presence of native speakers in classes, which they regard as an additional factor in ensuring that the language ‘environment’ will be suited to CLIL type provision. Sometimes bilateral cultural agreements provide for the presence of native speakers. This may also be made possible as a result of more ad hoc initiatives on the part of certain schools, or even parents’ associations that pay out of their own funds for native speakers to come to schools, as in Austria. In Hungary, schools that arrange for CLIL provision in which the target language is a foreign language are obliged to take on at least one native speaker.

It will be noted that, of the six countries requiring further forms of certified evidence (see Figure 4.1), most may generally rely on other criteria to recruit teachers for CLIL.

4.2. Special initial training

The forms of training highlighted in this section are essentially concerned with teaching/methodological skills that are peculiar to CLIL, as opposed to language training for example.

Initial training

In around half of all countries, the education authorities responsible provide courses, training modules, or even specialised qualifications geared specifically to CLIL type provision.

These training possibilities are in general fairly limited. Their main features and duration vary very widely. In Austria, for example, they may consist in a few lessons or a course spread over one or two semesters. In the Netherlands and the United Kingdom (England), certain universities offer postgraduate or other qualifications focused on bilingual and international education. In none of these three countries, however, is it necessary to possess such qualifications to work as a teacher in CLIL type provision (see Figure 4.1).

The United Kingdom (Wales) has introduced a measure known as the *Welsh Medium Incentive Supplement* seeking to encourage students to do their initial teacher training in Welsh. The measure is for those who are capable of receiving Welsh medium initial training but who need further training to improve their proficiency in the language for teaching purposes.

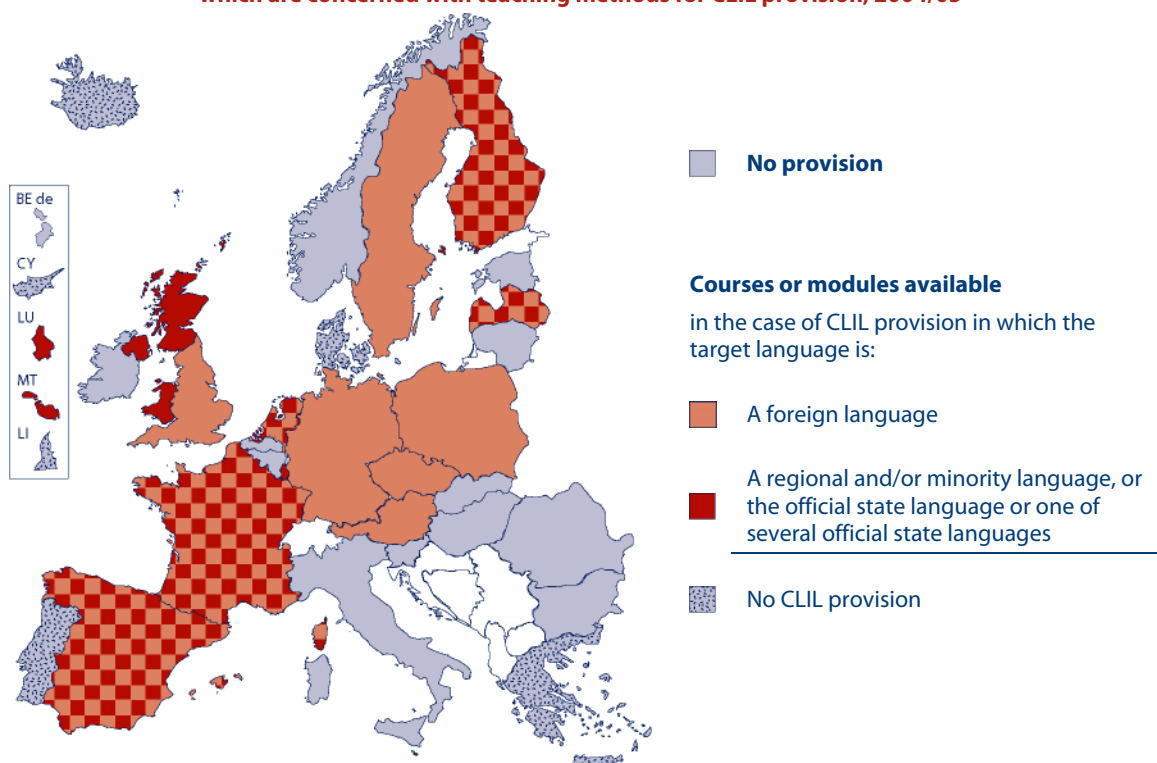
In Finland, initial training for the two forms of CLIL type provision in which the target language is either the other official state language or a foreign language, respectively, is organised in ways that differ. Training geared to the first type of provision is more widespread and better structured and has existed for a longer time.

In France, as already indicated in section 4.1, a further new form of certified evidence for ‘teaching a non-language subject in a foreign language’ has been available since December 2003. It appears likely that, in the years ahead, the IUFMs will offer courses to prepare students for the examination for this form of

certification and accordingly provide more training for CLIL in which the target language is a foreign language. The experience gained by IUFMs in organising special training for teaching in which the target language is a regional or minority language will doubtless be valuable when they introduce other kinds of training for the other form of CLIL type provision.

Certain countries have cultural representation abroad in bodies such as the British Council or embassy cultural and cooperation centres, which play an important part in initial teacher training in several countries of central Europe. The latter include Lithuania, Poland and Bulgaria in both of which conferences, training placements and visits to the target language country are jointly organised by the education authorities or foreign cultural representatives.

Figure 4.4: Provision of special courses or modules in initial teacher training, which are concerned with teaching methods for CLIL provision, 2004/05



Source: Eurydice.

Additional notes

Spain: The information shown relates solely to the types of CLIL existing in Autonomous Communities that were able to take part in data collection.

Liechtenstein: CLIL provision is available during the third year of primary education but on a very limited basis.

Explanatory note

The heading 'courses or modules available' covers training that focuses on CLIL (the teaching principles, and psycho-linguistic and socio-linguistic aspects involved, etc.), or includes modules specifically concerned with CLIL type provision. Forms of training focused exclusively on the acquisition of language skills are excluded. The length of training is not considered and it may consist of courses, modules or other forms of provision lasting a year or more.

As higher education institutions are totally or partially autonomous in many countries, this information refers solely to those courses or modules known to the central or top-level authorities for education, which will be more informed about them in some countries than in others.

In-service training

In-service training providers differ from one country to the next. Their form and characteristics may often be related to the type of CLIL provision for which they were established. Courses may be provided on an ad hoc basis by bodies or groups temporarily formed to support schools offering CLIL type provision in pilot projects, as in Belgium (the Flemish Community). In several countries, such as the Czech Republic, the introduction of such training is based on international cooperation agreements. In these countries, institutions or centres for the promotion of languages abroad, such as the *Alliance française* or the *Goethe Institut*, make an important contribution to in-service training.

In Latvia, the work of the national agency for training in Latvian (NALLT), which was established to promote Latvian as the country's main language, is worthy of note. Following the reform at the end of the 1990s, schools in which the language of instruction was other than Latvian – and in most cases Russian – have had gradually to introduce provision in which both Latvian and Russian are languages of instruction (so-called bilingual education). In particular, the NALLT organises courses for teachers in the methodology of bilingual education. Estonia, which is confronting similar problems, has established a scheme (under the PHARE programme) that aims to facilitate the introduction of Estonian as language of instruction in schools in which it is not used. This initiative includes teacher training and the development of materials and resources for teaching.

Certain highly experienced teachers may also play a significant role in establishing in-service training programmes. For example, this occurred in Sweden in the 1990s when teachers cooperated with teacher training institutions abroad to implement programmes of this kind.

Special initiatives

In addition to initial and in-service training, several measures have been introduced by local and national level players to support teachers in their work and stimulate good practice. They include the creation of websites, as in France and the United Kingdom for example. In the United Kingdom (Wales), teams of specialist teachers work in an advisory capacity to support both the teaching of Welsh and the use of Welsh as the language of instruction.

Among projects financed at European level, the MOBIDIC programme (2000-2004) sought to develop special training modules for the initial and in-service training of teachers of non-language subjects giving lessons in a foreign language. Germany, France, Poland and the United Kingdom (England) took part in this programme ⁽²⁾.

⁽²⁾ See the introduction for a general overview of EU support for CLIL.

4.3. Fringe benefits

In the great majority of countries, no legislation has been introduced by the central (or top-level) education authorities that entitles teachers involved in CLIL type provision to any particular financial or other benefits.

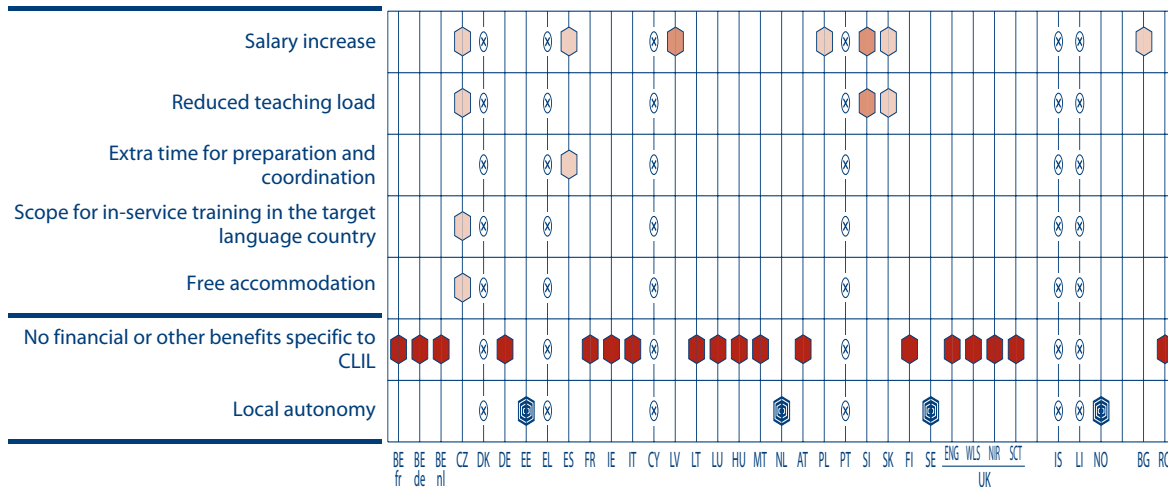
Except for Spain, all countries offering benefits to teachers who work in CLIL type provision are central and eastern European countries. In Latvia and Slovenia, these teachers work in schools that promote the teaching of regional and/or minority languages. In the other countries, the target languages of the schools that employ them are major world languages. In Spain, extra time to prepare and coordinate lessons is allocated to teachers in European sections in the Autonomous Communities of Galicia and the Balearic Islands, and the bilingual centres of Navarra. Salary increases are awarded to teachers in the bilingual centres of the Autonomous Community of Madrid.

In the Czech Republic, not all teachers receive each benefit indicated as a matter of course. However, all of them have a reduced timetable, with on average three fewer hours a week of teaching than would normally be the case. Other benefits vary with individual teachers and their particular contract. For example, only native teachers from the target language country may be entitled to free accommodation. They may also receive financial benefits from the authorities in that country. As for Czech teachers, they are able to enrol in in-service training programmes in the target language country.

In the Netherlands, Sweden and Norway, in which schools enjoy a certain degree of financial autonomy, the situation varies from one school to another. In the Netherlands, benefits – where they exist – are often in the form of extra time to prepare lessons. In Sweden and Norway, schools offer higher salaries to these teachers when CLIL with a foreign language as target language is first introduced, but discontinue them when it is firmly established. In these countries, this limitation is due to the general lack of resources.

In some countries, special measures are targeted at schools, rather than teachers themselves. Thus in Poland and Slovenia, schools in which instruction is provided partly in a regional and/or minority language receive special benefits. In Poland, their budget is increased by 20 %. In Slovenia, officially required class/group sizes are lower than in the case of other schools.

Figure 4.5: Types of fringe benefit available to teachers working in CLIL provision in primary education (ISCED 1) and general secondary education (ISCED 2 and 3), 2004/05



Existence of financial or other fringe benefits in CLIL provision in which the target language is:

- A foreign language
- A regional and/or minority language
- No financial or other benefits
- Local autonomy
- X No CLIL provision

Source: Eurydice.

[Additional notes](#)

Spain: The situation varies very widely from one Autonomous Community to the next. The information shown relates solely to the types of CLIL existing in Autonomous Communities that were able to take part in data collection.

Liechtenstein: CLIL provision is available during the third year of primary education but on a very limited basis.

CHAPTER 5

OBSTACLES AND DEBATE

5.1. Factors inhibiting general implementation

The organisation of CLIL type provision in foreign target languages makes demands that go well beyond those associated with traditional language teaching. It requires the use of human resources (specialist teachers) and suitable teaching materials to a significantly greater extent than conventional school language teaching. Given that CLIL is a relatively recent practice in Europe, it is not surprising to note that over half of the countries concerned confront problems when the time comes to extend this kind of provision – or in some cases introduce it – on a general basis to the entire school population (Figure 5.1).

Figure 5.1: Obstacles to the general implementation or further expansion of CLIL in foreign target languages in primary education (ISCED 1) and general secondary education (ISCED 2 and 3), 2004/05

	BE fr	BE de	BE nl	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT	LU	HU
Restrictive legislation			●												●		
A shortage of appropriately qualified teachers	●			●			●		●			●	●	●	●		
Lack of appropriate teaching materials						●											
High costs				●	●				●								

	MT	NL	AT	PL	PT	SI	SK	FI	SE	UK- ENG	UK- SCT		IS	LI	NO	BG	RO
Restrictive legislation		●															
A shortage of appropriately qualified teachers		●		●					●		●		●		●		
Lack of appropriate teaching materials		●													●		
High costs			●	●													

■ No CLIL provision
■ CLIL offered routinely on a general basis
■ Solely pilot projects

Source: Eurydice.

Additional notes

Spain: The information shown relates solely to the types of CLIL existing in Autonomous Communities that were able to take part in data collection.

United Kingdom (ENG/WLS/NIR): There are no structural barriers to schools offering CLIL in foreign languages if they so wish. A very small number of schools in England with access to the necessary teaching expertise do offer CLIL type programmes although, to date, there have been no reports of such provision in Wales or Northern Ireland.

Liechtenstein: CLIL provision is available during the third year of primary education but on a very limited basis.

Depending on the country concerned, arranging for provision that combines the practical use of languages with learning the content of school subjects can give rise to various kinds of difficulty. The main problems identified in the national contributions relate to human resources, legislation, material and financial aspects and, finally, considerations linked to teaching.

Many countries draw attention to a big shortage of teachers with the qualifications needed to teach in schools making use of CLIL methodology. Teachers themselves complain that there are virtually no initial and in-service training programmes devoted to methods used specifically to teach a subject in other than the normal language of instruction.

The fact that many language teachers may be available is little help if – as in Cyprus – they have not been trained in the special skills needed to provide CLIL. In some countries, one of the possible criteria for selection is that prospective teachers should be native speakers of the target language so that they have the necessary expertise (Chapter 4). Given this requirement, education authorities also have problems with recruitment.

The development or introduction of CLIL type initiatives relies largely on supportive legislation. Laws regarding the languages to be used in education may make it difficult to use any language other than the language of instruction. In the Flemish Community of Belgium, Lithuania and the Netherlands (in primary education), the relevant legislation firmly states that there is one – and only one – language of instruction so that use of any other may be considered ‘illegal’. That said, the foregoing countries have recently issued decrees tending towards a more flexible legislative framework ⁽¹⁾.

Finding teaching materials geared to CLIL is not easy for schools. Such materials not only have to be available in the target language but also cover subjects in the national curriculum. In Germany, for example, seeking and preparing appropriate materials (especially for new target languages) leads to additional work for the teachers involved.

Certain countries (the Czech Republic, Denmark, Spain, Austria and Poland) also emphasise the high cost of introducing CLIL. Teacher training specifically for CLIL, the preparation and distribution of appropriate teaching materials, and the official certification of pupils all represent an additional financial outlay for central, regional or local authorities. In the Czech Republic, budgetary restrictions still set limits on the further spread of CLIL initiatives in schools, in spite of the 2004 education law clarifying the preconditions for this kind of provision. If schools decide to introduce CLIL as part of the curriculum for secondary education, they are not entitled to extra financial support.

Aspects of the national context that are not related specifically to CLIL type provision may prevent education authorities from making an all-out effort to experiment with it. This applies to Poland in which the education system has undergone far-reaching reform within a relatively short period.

Finally, concerns relating to CLIL may inhibit or call into question the extension of any such provision. Indeed in some countries these matters are currently the focus of debate, as briefly discussed below.

⁽¹⁾ For example, the 7 May 2004 Decree in the Flemish Community of Belgium enables pre-primary and primary schools to stimulate children’s awareness of languages other than Dutch from the age of two-and-a-half onwards.

5.2. Current debate

Current debate on CLIL type provision covers many aspects of the subject and is occurring in several countries. This section first offers an insight into discussions regarding the interest and concerns generated by the introduction of such provision. It then examines debate on the organisational problems and challenges that arise when implementing it.

It should be stated from the outset that in most countries in which there is no CLIL type provision (Denmark, Greece, Cyprus, Portugal, Iceland and Liechtenstein), the subject is not currently the focus of major public debate, even though it may be on the agenda for discussion within education ministries as in Cyprus. In Greece, a pilot project to introduce this kind of provision in general and vocational secondary schools is scheduled to get under way in the 2006/07 school year. Information and communication technology (ICT) will be taught in English.

CLIL is well regarded in many political and academic forums whether at national or European level. Such is the case, for example, in Latvia, in which this kind of provision is strongly encouraged and considered to be the best possible method of learning languages, whether the state language (Latvian), a regional or minority language (Russian), or foreign languages such as English.

Established in France in 1992, the *sections européennes* have met with extraordinary success among pupils and their parents. One issue now arousing the interest of educational administrators concerns the position that this kind of provision will come to occupy within educational provision as a whole. Should it be significantly extended, or regarded as effective only with a minority of motivated pupils?

Concern has been expressed in some quarters about the introduction of CLIL type provision, for example in Belgium (the Flemish Community), Lithuania, Sweden, Iceland and Norway. In Norway, current debate is concentrated essentially within the teaching profession and may broaden to include other persons, bodies and institutions with the publication in 2005 of a Norwegian Language Council report ⁽²⁾ on the future of the national language.

In these five countries, the national language issue is at the heart of the discussions. Concerns in this respect are numerous. They relate, first, to teaching: could teaching of the national language (generally taught as the mother tongue) suffer as the result of intensive teaching of another language? They are language related too. The vitality and richness of a language are rooted in the experience of its speakers. Could there ever be a risk of the national language suffering if certain areas of knowledge are explored and analysed in a foreign language? And finally, such fears are also political in so far as the position and influence of a language are for some people the reflection of national culture and citizenship.

Another concern expressed in Sweden, in particular, relates to the impact such provision may have on the level of knowledge pupils acquire in a subject taught in a target language. Research in Finland in the last few years has shown that there is little justification for this or other misgivings, such as the fear that CLIL type provision might be elitist. Discussion in this country has shifted towards other matters more concerned with the organisation and implementation of CLIL.

⁽²⁾ Norwegian Language Council. (2005) *Norsk i hundre! Norsk som nasjonalspråk i globaliserings tidsalder*. Oslo: Språkrådet.

Organisational aspects are also central to discussion in other countries. Sometimes they relate to difficulties faced by the authorities concerned in introducing and developing CLIL type provision (see also section 5.1.).

In the Netherlands, there is significant interest also in the possible introduction of CLIL type provision to vocational lower secondary education, as well as primary education. However, the main challenge concerns the organisation of CLIL type provision in languages other than English, French and German, given the lack of qualified teachers.

This shortage of qualified teachers is affecting several countries as Figure 5.1. indicates. The situation is most unusual in Estonia. A recent law obliges schools at which Estonian is not the language of instruction – in most cases it is Russian – to provide courses in Estonian. One of the difficulties involved is that of finding teachers with a good command of Estonian and capable of working with children whose mother tongue is Russian. In Bulgaria, the education authorities have to deal with pressure from teachers who want a salary increase as well as a reduction in their teaching time.

In other cases, debate is focused on how many – and which – subjects should be taught in the CLIL target language. Discussion of this kind is occurring in Bulgaria and Estonia. In Finland, experts are drawing up syllabuses for CLIL type provision, in which language-related aims and aims concerning non-language subjects will be considered as an integrated whole.

Finally, it is worth noting that discussion about CLIL may be part of a more general debate on language teaching, as in Belgium (the Flemish Community) where some believe that this kind of provision would be conducive to the implementation and promotion of multilingual education. In Spain, the real situation in some Autonomous Communities that have their own official language in addition to Spanish also calls for a broad approach to the issue of language teaching.

SUMMARY AND CONCLUSIONS

The CLIL methodological approach seeking to foster the integrated learning of languages and other areas of curricular content is a fast developing phenomenon in Europe. At the European level, interest is growing in the approach which, according to various experts, carries with it many benefits for pupils and students. EU initiatives in the field of CLIL have increased in recent years. Underlying them is the belief that young people should be more effectively prepared for the (multi)lingual and cultural requirements of a Europe in which mobility is expanding.

Aware of this challenge, national policy-makers in the field of education are taking a greater interest in CLIL and offering a wide variety of initiatives consistent with the different circumstances facing them. The present Eurydice survey has sought to review the diversity of this kind of provision in European countries. It is concerned solely with school contexts (other than language lessons) in which various subjects in the curriculum are taught using at least two languages.

A variety of names for a variety of situations

In recent years, 'Content and language Integrated Learning', with its acronym CLIL, have become the most widely used terms for this kind of provision in the world of research ⁽¹⁾. Yet nationally used terms to denote the concept vary very widely from one country to the next ⁽²⁾. Some of them tend to highlight the language dimension of learning (as in the case of 'bilingual education' or 'trilingual education'), while others also refer to its subject-based component (e.g. 'teaching of a subject in a target language'). In all cases, the definitions adopted at national level reflect often very different situations.

How CLIL is organised depends on two main factors, namely the status granted to CLIL type provision by the education authorities and the status of the target languages in the country concerned (Chapter 1).

As regards the status of CLIL type provision, three types of situation may be distinguished: provision that is part of mainstream school education (as in the majority of countries), the implementation of experimental projects or, in some countries, the absence of any initiatives in this area.

As to the target languages adopted, the overall situation is more complex. Countries offer many possible language combinations involving one or more foreign languages, regional languages or other official state languages. In general, foreign target languages are encountered as much in pilot projects (Chapter 3) as in formal mainstream education. However, regional or minority languages are only rarely the focus of pilot projects, probably because the countries in which they exist have longstanding experience in providing for them.

⁽¹⁾ CLIL - *The European Dimension: Actions, Trends and Foresight Potential*, 2002, European Commission.

⁽²⁾ For further information, see the tables in Annexe 1.

CLIL often part of school provision but not on a broad scale

The fact that a substantial majority of countries have introduced some form of CLIL provision does not mean that it is now offered to virtually all those who attend school. On the contrary, it is clear from analysis of the statistics available in the country descriptions ⁽³⁾ that the CLIL approach has not as yet been very widely adopted and that, in some countries, developments in the field occur mainly in the big cities.

In certain countries, around 3 % of pupils or students are concerned at primary and/or secondary levels, while in others the proportions stand at between 10 and 15 %. Countries in which over 20 % is reported are few in number. The highest percentages correspond, in general, to situations in which instruction is provided in regional or minority target languages. Such is often the case in countries in which the language situation is very complex and these data reflect real determination to safeguard the languages spoken by their populations.

Predominance of English

As far as conventional foreign language teaching at school is concerned, the pre-eminence of English is self-evident ⁽⁴⁾. This has also been the case of CLIL type provision, and virtually all countries in which it is available offer English as a target foreign language (Chapter 1). However, this has not prevented teaching in other foreign languages, such as French, German, Spanish or Italian.

No clear preference for any particular subjects

In CLIL provision, as much attention is paid to languages as to the subject content. In general, in primary and secondary education, all subjects in the curriculum may be targeted by CLIL (Chapter 2). However, in secondary education the range is sometimes more restricted and only a few subjects are taught in this way. Mathematics, the physical and natural sciences, geography, history, and economics are often cited in official recommendations on CLIL provision.

Furthermore, it is clear from analysing the country contributions that developing proficiency in the subjects taught using a target language may sometimes be a secondary consideration. In general, national recommendations regarding CLIL tend to attach greater importance to the language proficiency that pupils or students are meant to acquire.

The need for teacher training more focused on CLIL

The qualifications held by teachers involved in CLIL activities is a key question for most countries. In some of them, the approach is still fairly novel and inevitably calls for the development of teacher training programmes that have been specially devised for this kind of provision. It is not enough to ensure that teachers have a twofold kind of specialised training in languages and other (non-language) subjects. They should also be trained to develop in pupils or students the ability to learn subjects in a language in which their level of proficiency is not that of native speakers.

⁽³⁾ National statistical data on CLIL provision are contained in the country descriptions: <http://www.eurydice.org>.

⁽⁴⁾ See Chapter C of: Key Data on Teaching Languages at School in Europe. 2005 Edition. Brussels: Eurydice, 2005. (*Key Data*).

In general, teachers who work in CLIL are recruited on the basis of qualifications testifying to the fact that they are specialists in one or more non-language subjects, or in certain cases, that they have both language and (non-language) subject qualifications. Other forms of certified competence are rarely required (Chapter 4).

Under these circumstances, it is not surprising that education authorities develop other strategies to ensure that the professional staff recruited possess the language proficiency necessary for them to perform their tasks. Some authorities have thus turned to native speakers of the target language, while others require teachers to have undertaken initial or in-service language training; yet others insist that they should pass a test or examination in the CLIL target language.

Furthermore, a few countries are beginning to include topics related to CLIL methodology in their programmes for the continuous professional development of teachers. The training providers concerned constitute a fairly mixed group (including bodies set up for limited periods and staff involved in international cooperation) and sometimes satisfy requirements on an ad hoc basis (involvement in experimental pilot undertakings).

Evaluation far from general practice but encouraging nonetheless

The external evaluation of schools is a very widespread practice in European countries. Nevertheless, the evaluation of aspects specific to CLIL type provision occurs neither frequently nor on a regular basis, and least of all when the target languages are foreign languages (Chapter 2). However, it is true that in many countries, measuring the impact of CLIL type provision is a little premature. Yet where evaluation has been conducted both on pupil performance and the suitability of the methodologies adopted, the results have proved very encouraging.

This lends weight to the positive view that CLIL may be one possible means of furthering the declared EU aim of ensuring that most people in Europe should learn at least two foreign languages in addition to their mother tongue.

In this respect, the education authorities in European countries are faced in the years ahead with the task of doing everything they can to ensure that young people are more receptive to multilingualism. In spite of the barriers that remain to be overcome (and in particular the shortage of teachers, Chapter 5), the use of CLIL type provision is an approach worth developing and exploring still further.

GLOSSARY

Country codes

EU	European Union	PL	Poland
BE	Belgium	PT	Portugal
BE fr	Belgium – French Community	SI	Slovenia
BE de	Belgium – German-speaking Community	SK	Slovakia
BE nl	Belgium – Flemish Community	FI	Finland
CZ	Czech Republic	SE	Sweden
DK	Denmark	UK	United Kingdom
DE	Germany	UK-ENG	England
EE	Estonia	UK-WLS	Wales
EL	Greece	UK-NIR	Northern Ireland
ES	Spain	UK-SCT	Scotland
FR	France	EFTA/EEE	The 3 countries of the European Free Trade Association which are members of the European Economic Area
IE	Ireland	IS	Iceland
IT	Italy	LI	Liechtenstein
CY	Cyprus	NO	Norway
LV	Latvia	Candidate countries	
LT	Lithuania	BG	Bulgaria
LU	Luxembourg	RO	Romania
HU	Hungary		
MT	Malta		
NL	The Netherlands		
AT	Austria		

Classification

International Standard Classification of Education (ISCED 1997)

The International Standard Classification of Education (ISCED) is an instrument suitable for compiling statistics on education internationally. It covers two cross-classification variables: levels and fields of education with the complementary dimensions of general/vocational/pre-vocational orientation and educational/labour market destination. The current version, ISCED 97 ⁽¹⁾ distinguishes seven levels of education. Empirically, ISCED assumes that several criteria exist which can help allocate education programmes to levels of education. Depending on the level and type of education concerned, there is a need to establish a hierarchical ranking system between main and subsidiary criteria (typical entrance qualification, minimum entrance requirement, minimum age, staff qualification, etc.).

ISCED 0: Pre-primary education

Pre-primary education is defined as the initial stage of organised instruction. It is school- or centre-based and is designed for children aged at least 3 years

ISCED 1: Primary education

This level begins between 5 and 7 years of age, is compulsory in all countries and generally lasts from four to six years.

ISCED 2: Lower secondary education

It continues the basic programmes of the primary level, although teaching is typically more subject-focused. Usually, the end of this level coincides with the end of compulsory education.

ISCED 3: Upper secondary education

This level generally begins at the end of compulsory education. The entrance age is typically 15 or 16 years. Entrance qualifications (end of compulsory education) and other minimum entry requirements are usually needed. Instruction is often more subject-oriented than at ISCED level 2. The typical duration of ISCED level 3 varies from two to five years.

⁽¹⁾ <http://unesco.stat.unesco.org/en/pub/pub0.htm>

Definitions

CLIL: Acronym of 'Content and Language Integrated Learning'. This survey covers the use of at least two languages to teach various subjects in the curriculum, one of which is the language used in mainstream education (generally the official state language), and the other a target language (which may be a foreign language, a regional or minority language, or another official state language), independently of language lessons in their own right (the aim of which is not content and language integrated learning).

Foreign language: For the purposes of this survey refers to any non-indigenous language that has no roots on the territory of the State concerned and is in general the state language of another country.

Indigenous language: Language spoken by a group of people who have occupied a particular region for several generations. This language is closely associated with the geographical region in which it is spoken. Indigenous languages cover state languages and regional and minority languages.

Non-territorial language: A language 'used by nationals of the State which differs from the language or languages used by the rest of the State's population, but which, although traditionally used within the territory of the State, cannot be identified with a particular area thereof.' (Definition based on the *European Charter for Regional or Minority Languages*, Council of Europe, 1992.)

Official language: A language used for legal and public administration purposes within a specified area of any given State. The official status can be limited to part of the State or extend over its entire territory.

Pilot project: An experimental measure/activity of limited duration, which is established and funded at least in part by the public authorities responsible for education. Such experiments are always subject to assessment.

Regional and/or minority language: A language that is 'traditionally used within a given territory of a State by nationals of that State who form a group numerically smaller than the rest of the State's population, and is different from' the state language(s) of that State. (Definition based on the *European Charter for Regional or Minority Languages*, Council of Europe, 1992). As a general rule, these are languages of populations that have their ethnic roots in the areas concerned or have been settled in the regions concerned for generations. Minority or regional languages can have the status of official languages, but by definition this status will be limited to the area in which they are spoken.

State language: Languages with official status throughout an entire country are referred to as official state languages or state languages.

Target language: Any language chosen to teach one or several subjects selected within the curriculum (independently of language lessons in their own right) as part of CLIL type provision. Other subjects are always taught in the language of the mainstream curriculum. Target languages may be foreign languages, regional or minority languages, or official state languages (in countries with several official languages).

ANNEXES

ANNEXE 1

National terminologies associated with the concept of CLIL	64
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ANNEXE 2

Official state languages and regional or minority languages with official status in Europe, 2004/05	68
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ANNEXE 3

Years, classes and sections in which CLIL is provided, 2004/05	69
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Annexe 1: National terminologies associated with the concept of CLIL

	Term(s) in the original language	Translation in English
BE fr	- <i>Enseignement en immersion</i> (by which is meant an 'educational procedure aimed at furthering modern language learning by giving some lessons in the normal timetable, in this language')	- Immersion education
BE de	- No official terminology	
BE nl	- ⊗ - CLIL concept mainly used in academic circles - <i>Tweetalig en meertalig onderwijs</i>	- Bilingual or multilingual education
CZ	CLIL is used by specialists in language education - <i>Třídy s výukou vybraných předmětů v cizím jazyce</i> - <i>Třídy se specifickými formami rozšířené výuky cizího jazyka a výukou dalších vybraných předmětů v cizím jazyce</i> - Simpler terms often used: <i>dvojazyčné/ bilingvní třídy</i> or <i>dvojazyčné/ bilingvní sekce</i>	- Classes in which selected subjects are taught through a foreign language - Classes with specific forms of extended language teaching and teaching of other selected subjects in a foreign language - Bilingual classes/bilingual sections
DK	- ⊗ - Translation in Danish might be: <i>Indholds-og sprogintegreret læring</i>	- Content and Language Integrated Learning (CLIL)
DE	- <i>Bilingualer Sachfachunterricht</i> - Most commonly used term: <i>Bilingualer Unterricht</i>	- Content and Language Integrated Learning (CLIL) - Bilingual education
EE	- <i>Kakskeelne õpe</i> - <i>Aineõpetus õpitavas keeles</i>	- Bilingual studies - Subject teaching in the target language
EL	- ⊗ - Translation in Greek might be: <i>Didaskalia mi glossikou mathimatos meso mias ksenis glossas</i>	- Teaching of a non-language subject through a foreign language

⊗ No CLIL provision in mainstream education

	Term(s) in the original language	Translation in English
ES	<ul style="list-style-type: none"> - <i>Aprendizaje Integrado de Contenidos y Lengua (AICLE)</i> - <i>Currículo integrado</i> 	<ul style="list-style-type: none"> - CLIL concept likely to become the normally used official translation - Integrated curriculum
FR	<ul style="list-style-type: none"> - <i>Enseignement bilingue</i> 	<ul style="list-style-type: none"> - Bilingual education
IE	<p>(CLIL term not used except by specialists in language education)</p> <ul style="list-style-type: none"> - <i>Scoileanna Gaeltachta</i> - <i>Gaelscoileanna or Scoileanna Lán-Ghaelacha or Gaelcholáistí (second level)</i> - <i>Sraitheanna Gaelacha, Aonaid Ghaelacha ou Aonaid Lán-Ghaelacha</i> - <i>Múineadh trí Ghaeilge</i> 	<ul style="list-style-type: none"> - <i>Gaeltacht</i> schools - Irish-medium schools outside the <i>Gaeltacht</i> - Irish streams or units - Teaching of subjects through Irish in English-medium schools
IT	<ul style="list-style-type: none"> - <i>Insegnamento veicolare</i> - <i>Insegnamento bilingue</i> 	<ul style="list-style-type: none"> - 'Vehicular teaching' - Bilingual teaching
CY	<ul style="list-style-type: none"> - ⊗ - Translation in Greek might be: <i>I didaskalia mi glossikou mathimatos meso mias ksenis glossas</i> 	<ul style="list-style-type: none"> - - Content and Language Integrated Learning
LV	<ul style="list-style-type: none"> - <i>Bilingvālā izglītība, bilingvālā apmācība and mācības bilingvāli</i> - <i>Daudzvalodu or multilingvāla izglītība</i> - <i>Mazākumtautību izglītība</i> 	<ul style="list-style-type: none"> - Bilingual education, bilingual training and learning bilingually - Multilingual education - Bilingual education for ethnic minorities
LT	<ul style="list-style-type: none"> - ⊗ - Terms used in current pilot projects: <i>dvikalbis ugdymas, užsienio kalbos ir dalyko integruotas mokymas</i> 	<ul style="list-style-type: none"> - Terms used in current pilot projects: bilingual education and content and language integrated learning
LU	<ul style="list-style-type: none"> - No official terminology 	
HU	<ul style="list-style-type: none"> - <i>Két tanítási nyelvű iskolai oktatás</i> - <i>Nemzeti, etnikai kisebbség iskolai oktatása</i> 	<ul style="list-style-type: none"> - Bilingual education - Bilingual education for national and ethnic minorities

⊗ No CLIL provision in mainstream education

	Term(s) in the original language	Translation in English
MT	- Bilingual education	
NL	- <i>Tweetalig onderwijs</i> ('tto') - <i>Drietalig onderwijs</i>	- Content and Language Integrated Learning (CLIL), more commonly called bilingual education - Trilingual education
AT	- <i>Englisch als Arbeitssprache/Fremdsprache als Arbeitssprache</i> (EAA) - <i>Englisch als Arbeitssprache</i> - <i>Fremdsprache als Arbeitssprache</i> - <i>Bilingualer Sachfachunterricht</i> - <i>Zweisprachig</i>	- English as a Medium of Instruction/Foreign Language as a Medium of Instruction (EMI) - EAC: English Across the Curriculum - LAC: Language across the curriculum - CLIL: Content and Language Integrated Learning - Bilingual teaching
PL	- <i>Nauczanie dwujęzyczne</i>	- Bilingual teaching
PT	- ☒	
SI	- <i>Poučevanje nejezikovnih predmetov v tujem jeziku</i>	- Teaching subjects other than foreign languages in a language other than the mother tongue
SI	- <i>Dvojezično poučevanje</i> - <i>Poučevanje v italijanskem učnem jeziku</i>	- Bilingual teaching - Teaching in Italian (case of schools with Italian as a regional/minority language)
SK	- <i>Bilingválne gymnásium</i> - <i>Základné školy, stredné školy s vyučovacím jazykom národnosti</i>	- Bilingual <i>gymnasium</i> - Primary schools and secondary schools with a minority language of instruction
FI	- <i>Kielirikasteinen opetus</i> - <i>Kielisuihkuttelu</i> - <i>Kielikylpy</i>	- Language-enriched instruction - Language showers - Immersion (with functional bilingualism aim)
SE	- <i>Språk-och innehållsintegrerad inläring och undervisning</i> (SPRINT) - <i>Bilingual undervisning or tvåspråkig undervisning,</i> - <i>Språkbad</i>	- Content and Language Integrated Learning (CLIL) - Bilingual education' or 'bilingual teaching' - Immersion (with functional bilingualism aim)

☒ No CLIL provision in mainstream education

	Term(s) in the original language	Translation in English
UK-ENG/ WLS/ NIR	- CLIL and bilingual learning	
	- WLS: Welsh-medium education and immersion (with functional bilingualism aim)	
	- NIR: Irish-medium education and immersion (with functional bilingualism aim)	
UK-SCT	- Gaelic medium education - Partial immersion (for CLIL developments in foreign languages)	
IS	- ☒ - The translation of the concept in Icelandic might be: <i>Námsgrein kennd á erlendu tungumáli</i>	- Content and Language Integrated Learning (CLIL)
LI	- ☒	
NO	- <i>Bilingval undervisning</i> or <i>Guovttegielat oahpahus</i> (Sami's term)	- Bilingual teaching
BG	- <i>Predmeti izuchavani na tchujd ezik</i>	- Non-language disciplines (NLDs)
RO	- CLIL is generally used - <i>Învățământ bilingv</i> - <i>Învățământ pentru minorități etnice</i>	- CLIL is generally used - Bilingual education - Education for ethnic minorities

☒ No CLIL provision in mainstream education

Source: Eurydice.

Additional note

Liechtenstein: CLIL provision exists during the third year of primary education but on a very limited basis.

Annexe 2: Official state languages and regional or minority languages with official status in Europe, 2004/05

	Official state language	Regional or minority language with official status		Official state language	Regional or minority language with official status
BE	French, German, Dutch		MT	Maltese, English	
CZ	Czech		NL	Dutch	Frisian
DK	Danish		AT	German	Czech, Croatian, Hungarian, Slovak, Slovene
DE	German	Danish, Sorbian	PL	Polish	
EE	Estonian		PT	Portuguese	
EL	Greek		SI	Slovene	Hungarian, Italian
ES	Spanish	Catalan, Valencian, Basque, Galician	SK	Slovak	
FR	French		FI	Finnish, Swedish	Sami (Lapp)
IE	English, Irish		SE	Swedish	
IT	Italian	Catalan, German, Greek, French, Friulian, Croatian, Occitan, Provençal, Ladin, Slovene, Sardinian, Albanian	UK-ENG/NIR	English	
			UK-WLS	English	Welsh
			UK-SCT	English	Scottish Gaelic
CY	Greek, Turkish		IS	Icelandic	
LV	Latvian		LI	German	
LT	Lithuanian		NO	Norwegian	Sami (Lapp)
LU	German, French, Letzeburgesch		BG	Bulgarian	
HU	Hungarian		RO	Romanian	

Source: Eurydice.

Annexe 3: Years, classes and sections in which CLIL is provided, 2004/05

	Years/classes/sections concerned
BE fr	A few classes or sections practise language immersion in schools in the French Community (at ISCED levels 0-3)
BE de	All pre-primary sections; a few classes in primary schools; provision in one or several bilingual branches, or in a foreign language in most secondary schools
BE nl	⊗
CZ	<i>Gymnázium</i> : the two final years at ISCED level 2 and four years at ISCED level 3
DK	⊗
DE	Bilingual branches within the <i>Gymnasium</i> : years 7-12/13; <i>Realschulen</i> : years 7-10; <i>Hauptschulen</i> : years 7-9/10; <i>Gesamtschulen</i> : years 7-12/13; <i>Berufsbildende Schulen</i> : years 11-13
EE	Provision in foreign languages and in a minority language (Russian as target language): years 5-9 of the <i>põhikool</i> and 10-12 of the <i>gümnaasium</i> (ISCED 2 and 3) Provision in Russian-speaking schools (Estonian as target language): grades 1-4 and 5-9 of the <i>põhikool</i> and 10-12 of the <i>gümnaasium</i> (ISCED 1-3)
EL	⊗
ES	The situation varies widely from one Autonomous Community to the next
FR	A few classes in primary schools International sections (ISCED 1-3), European sections (ISCED 2 and 3), regional languages (ISCED 1-3) and Franco-German institutions (ISCED 3) NB: Oriental sections may also be established if families request them
IE	Irish-medium schools, Irish-medium streams/classes, English-medium schools and one English/French bilingual section in Dublin
IT	Some primary and secondary classes. A few pre-primary classes. Mainly <i>Licei internazionali</i> and <i>licei classici europei</i> but also <i>licei linguistici europei</i> and <i>licei della comunicazione</i>
CY	⊗
LV	Part of pre-primary education programmes, as well as years 1-9 in basic education (ISCED 1-2) and years 10-12 in the <i>ģimnāzija/vidusskola</i> (ISCED 3)
LT	⊗
LU	Exists on a general basis in all classes and schools (ISCED 1, 2 and 3)
HU	Exists on a general basis in all classes with CLIL sections from the third year of compulsory education (ISCED 1-3)
MT	Exists on a general basis in all classes and schools (ISCED 1-3)
NL	Some primary schools, and bilingual sections of VWO and HAVO

⊗ No CLIL provision in mainstream education

	Years/classes/sections concerned
AT	At least one class in any primary school. Provision throughout secondary education varies very widely (bilingual schools/classes).
PL	In the case of foreign languages, years 1-3 of lower secondary school (<i>gymnasium</i>) and years 1-3 of upper secondary school (<i>lyceum</i>) In the case of minority/regional languages, year 0 (preparatory class for primary education, with 6-year-olds), years 1-6 in primary school, years 1-3 of lower secondary school (<i>gymnasium</i>) and years 1-3 of upper secondary school (<i>lyceum</i>)
PT	⊗
SI	A few classes within primary schools and upper secondary schools offer CLIL
SK	A few primary and secondary schools for children speaking a minority language. Bilingual classes in the <i>gymnasium</i> .
FI	Some kindergardens and pre-primary schools. A few classes in years 1-6 and 7-9 of the <i>perusopetus</i> . Some further CLIL type provision is offered in <i>lukio</i> (upper secondary education).
SE	A few classes at ISCED levels 1-3
UK-ENG/WLS/NIR	UK-ENG: CLIL provision limited to a small minority of schools UK-WLS: Welsh-medium pre-school play groups, primary and secondary schools, Centres for Latecomers. Welsh-medium classes in otherwise English-medium schools. Welsh-medium education in further education colleges. UK-NIR: Irish-medium pre-schools; Irish-medium primary and secondary schools/units
UK-SCT	Gaelic-medium education (a few classes within public-sector schools)
IS	⊗
LI	⊗
NO	A few classes within primary and secondary schools
BG	A few classes within bilingual secondary schools
RO	A few classes within bilingual schools, as well as within schools offering (wholly or partially) instruction in the mother tongue, and schools offering instruction using the national language and, in the case of a few subjects, in a minority language

⊗ No CLIL provision in mainstream education

Source: Eurydice.

Additional note

Liechtenstein: CLIL provision exists during the third year of primary education but on a very limited basis.

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