CLILNetLE

OVERVIEW OF
CLIL PROVISION IN EUROPE
AND COUNTRY-SPECIFIC INSIGHTS
A Report by CLILNetLE
Working Group 1

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INTRODUCTION

The introduction of the term Content and Language Integrated Learning (CLIL) among the labels depicting forms of bilingual provision took place in the 1990s in Europe, where the idea of a mainstreamed bilingual provision was seen as a key measure to support the general European Union policy aims of multilingualism/plurilingualism. The term and the core idea of CLIL involving simultaneous content and language learning aims have since been adopted in other global contexts. From early on, a key defining feature of CLIL has been its adaptability: instead of a strictly outlined program, it is an educational approach involving an integrated content and language approach that has many realizations depending on the contexts (see e.g., Sylvén & Tsuchiya, 2024). This variation inherent in CLIL has been frequently commented on as a factor that poses challenges for reaching overarching research conclusions (e.g. Nikula 2016).

Research on CLIL has expanded rapidly and covers a range of perspectives, as shown, for example, by the recent extensive handbook on CLIL (Banegas & Zappa-Hollman, 2024). Also, the prospects for the future development of both CLIL research and practice seem promising (e.g. Dalton-Puffer et al., 2022; Morton, 2024). However, given the heterogeneity in the CLIL scene mentioned above, research efforts would also benefit from overviews of CLIL provision to provide details of the variation and complexities involved. This report, based on a questionnaire on CLIL provision for countries involved in CLIL Network for Languages in Education (CLILNetLE, COST Action 21114) presents one attempt to respond to this need.

As regards earlier overviews of CLIL provision, the European Commission, especially through its Eurydice reports (Eurydice, 2006; European Commission/EACEA/Eurydice 2017, 2023) has engaged in providing key data. However, the last two of these only entail brief sections on CLIL within a larger report of teaching languages, pertaining especially to the combination of languages offered in CLIL across countries and to types of teacher qualifications. The 2006 report is CLIL-focused and hence addresses a broader range of topics from the aims of CLIL and admission criteria into questions of assessment. The 2006 report also includes brief overviews of CLIL pilots conducted in 12 countries. To complement these, the CLIL Matrix, a resource platform developed at the European Centre for Modern Languages (ECML, http://archive.ecml.at/mtp2/CLILmatrix/index.htm), provides information from 20 European countries about the onset and trajectory of CLIL, the policy situation, and the educational context during the 2004-2007 ECML's program period. However, given the almost two decades since the Eurydice CLIL-specific report and the CLIL Matrix platform, it is clear that an up-to-date overview of CLIL provision and the factors underlying the forms of implementation is in order.

More recently, the British Council has published a report (Dearden, 2014) on English as a medium of instruction, seeking to map the global spread, shape, and future trends of EMI worldwide based on an open-ended questionnaire responded by 55 British Council representatives across the globe. The observations cover policies concerning EMI, types of provision offered, public attitudes as well as different national perspectives and public opinions of EMI. They also raise a number of suggestions for future research.

The current report introduces the primary observations arising from a questionnaire on CLIL provision conducted among CLILNetLE network countries (COST Action 21114). The key features of the questionnaire process are the following:

- It seeks to offer an up-to-date **overview of general trends and characteristics** of CLIL provision across the CLILNetLE countries as well as **country-specific**

snapshots of the current state-of-affairs pertaining to teaching content through a foreign/additional language.

- The questionnaire responses derive from experts who represent their countries within the CLILNetLE network, with encouragement to consult other members/experts when providing either one response per country or - if their context so requires – separate responses for different regions or different forms of bilingual/multilingual provision.

- The structured questionnaire consists of multiple-choice questions, often with a chance to specify responses provided, as well as some open-ended questions. The survey probes, for example, into

  - matters of conceptualization, i.e. how CLIL and related terms such as bilingual education (BE), immersion or multilingual education (ME) are perceived in the country/region
  - the existence and type of guidelines and policies relating to CLIL/BE/Immersion/ME
  - student and teacher profiles
  - the types and contexts of provision (e.g. whether in content or language teaching)
  - perceived challenges related to teaching through a foreign/an additional language.

The questionnaire was prepared as a joint effort by Working Group 1 of the CLILNetLE network. The initial work focused on planning the focal themes. Once the main areas of interest were identified, the initial set of questions was created and refined. The questionnaire was prepared for a pilot phase through a series of meetings and small group work that brought together participants from different CLILNetLE countries. For the implementation phase, the questionnaire was entered into the Qualtrics tool, and a trial run with external experts was conducted. Following this, the survey was officially launched and distributed to country representatives. The respondents, specialists in CLIL and applied linguistics, were asked to complete the survey within a month and were encouraged to consult with other experts and relevant stakeholders in their respective contexts for additional information if necessary. A total of 30 responses from 23 different countries were received. However, in a few cases, only part of the questionnaire was responded to, or specific items were left blank. In the case of Kosovo, Sweden, and Türkiye, the report provides information only on the labels used to refer to the teaching of content through a foreign/additional language. The item on professional development opportunities for pre-service teachers is not reported for Luxembourg, and the one on the challenges in the implementation of CLIL/BE is not reported for CLIL in Croatia. The next phase involved analyzing the gathered data and compiling the findings into the current report.

The report includes two main sections: Questionnaire Results, which provides information on overarching trends and patterns identified across all participating countries, and Country-Specific Reports, which provides a snapshot of the current situation within each context.

PART A: QUESTIONNAIRE RESULTS

The Questionnaire Results section offers an overview of the current landscape of CLIL/BE provision across 30 countries/regions represented in CLILNetLE based on the responses of representatives from these participating countries/regions. To avoid repeating various labels associated with bilingual education forms, we will from now on use CLIL/BE, a combination of the two most commonly chosen label options by the respondents, and use individual labels when it is important to highlight a specific type of provision.

The results show that while the adoption of CLIL/BE is widespread across Europe, there is considerable heterogeneity in how these programs are conceptualized and delivered across different countries/regions and educational levels. This diversity is reflected in several factors, including historical educational traditions, linguistic landscapes, policy frameworks, and pedagogical approaches. The findings presented herein serve to highlight commonalities and divergences, and areas for further exploration in the context of CLIL/BE in Europe.

This section begins with an exploration of terminological diversity and the conceptualizations of the labels employed. The terminology used to describe the teaching of content through a foreign/additional language varies not only across countries/regions but also across educational levels within the same country/region. Although the differentiation between labels is not always established clearly, the various labels may also reflect differences in program objectives and curricular focus in many contexts. For example, the transition from the use of the label CLIL in primary and secondary education to EMI at the tertiary level illustrates a change in the emphasis on language and academic content integration.

The report summarizes how different countries/regions depict the role of policy documents in terms of the definitions and descriptions of CLIL/BE, guidelines specifying CLIL/BE teaching practices, and language proficiency requirements. Similar to the variability in labels, the policy documents also reflect the adaptive nature of CLIL/BE to national and regional educational objectives, resources, and linguistic diversity. The governance and regulation of CLIL/BE, the curricular frameworks guiding their implementation, the types of programs in which CLIL/BE is offered, and the restrictions on specific subjects within these programs are addressed to outline the structural dimensions of CLIL/BE across Europe. Additionally, the report explores the availability of different types of programs, their languages, the historical development of these programs, and current trends in program provision. This analysis not only reflects the current state of CLIL/BE in Europe but also identifies historical patterns regarding the introduction of such programs.

Motivations driving the adoption of CLIL/BE programs are another focal point in the report. While enhancing language proficiency and promoting intercultural awareness stand out as primary drivers, the findings also point to a broader array of anticipated benefits, including the promotion of multilingualism, the enhancement of academic achievement, and the improvement of employability, among others.

Other dimensions addressed include practical aspects of CLIL/BE implementation, including the distribution of programs across rural and urban areas, the materials used in classrooms, student selection processes, the socioeconomic level of CLIL/BE students, and the qualifications and professional development of CLIL/BE teachers, as well as the participants' perceptions of challenges regarding the implementation of CLIL/BE.

Terminological Variation Across Contexts and Levels of Education

At the pre-primary level, BE is the most common label, while CLIL becomes more prevalent from primary through to secondary education. At the tertiary level, EMI predominates, indicating a shift in the focus of language integration as educational levels advance.

While different terms may be used at different educational levels without a clear differentiation of their scope, labels like CLIL and BE are not always freely interchangeable and may refer to different types of educational provision, with specific emphasis in various countries.

CLIL is often referred to as a general label.

BE is commonly found in educational documents and curricula to describe programs that use two (or more) languages in instruction, including regional or minority languages.

ME is more often chosen for contexts where students have multilingual backgrounds, often due to migration.

In specific countries/regions (e.g., Estonia, Finland, Ireland, the Basque Country) the label immersion is used to denote bilingual programs with high proportion of L2.

As pointed out above, the acronym CLIL for content and language integration has gained ground, especially in the European educational discourse since the 1990s. As has been noted by earlier reports already (e.g. Marsh, 2002; Eurydice, 2006), CLIL is a multifaceted phenomenon, involving a great deal of variation both in the terms used to denote the concept and in ways of realizing it. To gain a more detailed view of the variation involved, the survey respondents were asked to indicate, for the educational levels of pre-primary, primary, secondary, and tertiary, which labels among the options provided are used in their context. They were asked to select all that apply and there was also an option to add other labels to the options given. The options provided were CLIL, immersion, BE, ME, dual-language education, language-enriched education, and English as a medium of instruction (EMI) as well as the option indicating no provision through foreign/additional language at a given level.

PRE-PRIMARY EDUCATION

In pre-primary education, the term BE is most frequently used, appearing in 14 contexts. This is followed by CLIL in eight contexts and Immersion in six. Also noteworthy is that six countries do not implement teaching through a foreign or additional language at the pre-primary level. Table 1 shows the contexts each label was reported, and Figure 1 provides a visual comparison of the frequency of each label in pre-primary education across contexts.

Table 1. The labels used in different countries/regions to refer to teaching of school subjects through foreign/additional/minority languages in pre-primary education

Label	Countries/Regions
BE	Austria, Czech Republic, Estonia, Finland, Luxembourg, Malta, Slovakia, Slovenia, Spain – Madrid, Spain – Andalucía, Spain – British Council/MEFP program, Spain – Basque Country, Türkiye
CLIL	Cyprus, Finland, Ireland, Italy, Latvia, Lithuania, Slovakia, Spain – Andalucía
Immersion	Croatia, Estonia, Finland, Ireland, Basque Country, Luxembourg
EMI	Bosnia and Herzegovina, Cyprus, Finland
ME	Luxembourg, Malta, Spain – Andalucía
First foreign language	Estonia
Language enriched education	Finland
Language shower	Finland
Language class	Finland
Teaching through a foreign language	Finland
NA	Kosovo, Netherlands, North Macedonia, Poland, Serbia, Sweden

Note. BE = Bilingual education; CLIL = Content and language integrated learning; EMI = English as a medium of instruction; ME = Multilingual education; NA = School subjects are not taught through foreign/additional languages at the pre-primary level
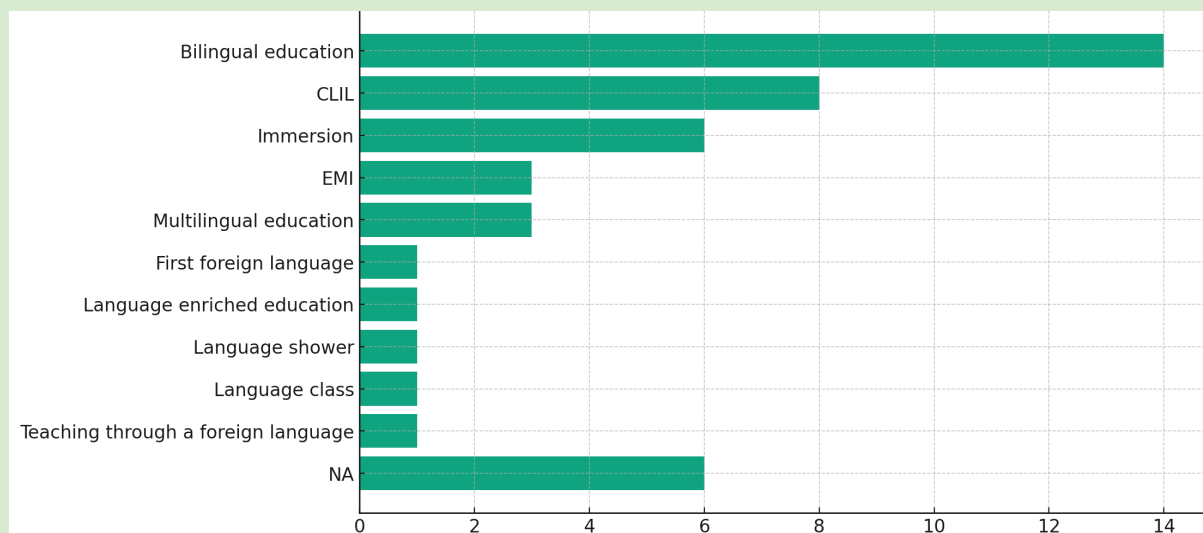
Figure 1. The total count of the labels used to refer to the teaching of school subjects through foreign/additional/minority languages in pre-primary education

PRIMARY EDUCATION

In primary education, a broader variety of labels is utilized compared to pre-primary education. CLIL is the most commonly used label, reported in 17 contexts. The term BE is also widespread, reported in 14 contexts, mirroring its prevalence in pre-primary education. Kosovo stands out as the only country where the teaching of content through a foreign or additional language is not implemented at the primary level. Table 2 shows the contexts each label was reported, and Figure 2 provides a visual comparison of the frequency of each label in primary education across contexts.

Table 2. The labels used in different countries/regions to refer to teaching of school subjects through foreign/additional/minority languages in primary education

Label	Countries/Regions
CLIL	Austria, Cyprus, Czech Republic, Estonia, Finland, Ireland, Italy, Latvia, Lithuania, Netherlands, North Macedonia, Poland, Slovakia, Slovenia, Spain - Madrid, Spain – Andalucía, Türkiye
BE	Austria, Croatia, Finland, Malta, Netherlands, Poland, Serbia, Slovakia, Slovenia, Spain - Madrid, Spain - Andalucía, Spain - British Council/MEFP program, Spain - Basque Country, Türkiye
Immersion	Croatia, Estonia, Finland, Ireland, Spain - Basque Country
ME	Luxembourg, Malta, Slovenia, Spain - Andalucía, Sweden
EMI	Bosnia and Herzegovina, Cyprus, Finland, Sweden
Dual-language education	Estonia, Slovakia
English as a working language	Austria
Accredited bilingual schools	Czech Republic
Studies in first foreign language	Estonia
Language enriched education	Finland
Language class	Finland
Language school	Finland
Foreign language school	Finland
Language shower	Finland
NA	Kosovo

Note. BE = Bilingual education; CLIL = Content and language integrated learning; EMI = English as a medium of instruction; ME = Multilingual education; NA = School subjects are not taught through foreign/additional languages at the pre-primary level
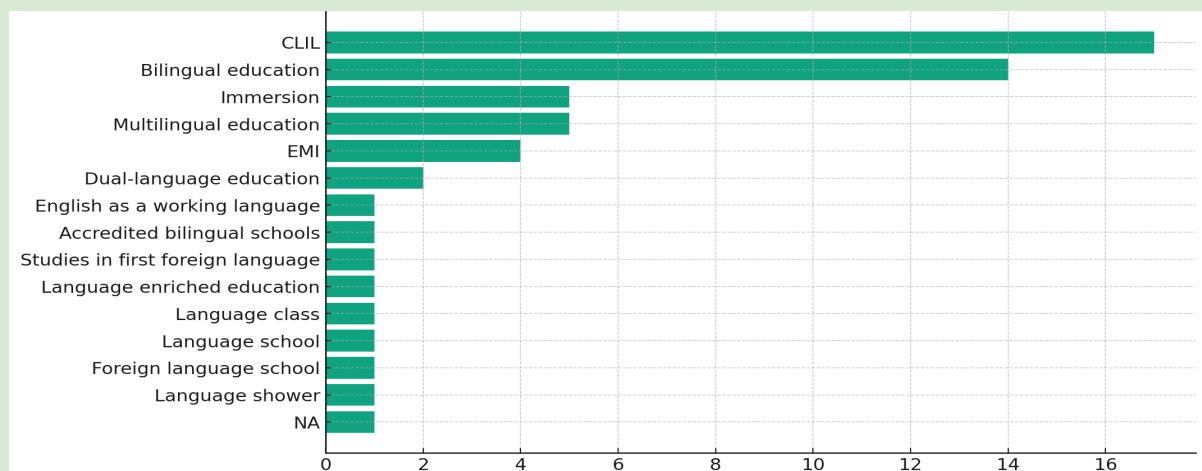
Figure 2. The total count of the labels used to refer to the teaching of school subjects through foreign/additional/minority languages in primary education

SECONDARY EDUCATION

In secondary education, the labels used as well as their frequency across contexts are quite similar to those in primary education. Again, CLIL emerges as the most prevalent, observed in 19 different contexts, followed by BE, noted in 15 contexts. Table 3 shows the contexts each label was reported, and Figure 3 provides a visual comparison of the frequency of each label in secondary education across contexts.

Table 3. The labels used in different countries/regions to refer to teaching of school subjects through foreign/additional/minority languages in secondary education

Label	Countries/Regions
CLIL	Austria, Croatia, Czech Republic, Estonia, Finland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Netherlands, North Macedonia, Poland, Slovakia, Slovenia, Spain - Madrid, Spain - Andalucía, Sweden, Türkiye
BE	Austria, Croatia, Finland, Malta, Netherlands, Poland, Serbia, Slovakia, Slovenia, Spain - España (Madrid), Spain - Andalucía, Spain - British Council/MEFP program, Spain - Basque Country, Sweden, Türkiye
Immersion	Croatia, Estonia, Finland, Ireland, Türkiye, Spain - Basque Country
ME	Luxembourg, Malta, Slovenia, Spain - Andalucía, Sweden
EMI	Bosnia and Herzegovina, Cyprus, Finland, Sweden
Dual language program	Austria, Slovakia
Dual-language education	Estonia, Slovakia
Accredited bilingual schools	Czech Republic
Studies in foreign language	Estonia
Language enriched education	Finland
Language class	Finland
Language school	Finland
Language shower	Finland
English as a Foreign Language	North Macedonia
NA	Kosovo

Note. BE = Bilingual education; CLIL = Content and language integrated learning; EMI = English as a medium of instruction; ME = Multilingual education; NA = School subjects are not taught through foreign/additional languages at the pre-primary level
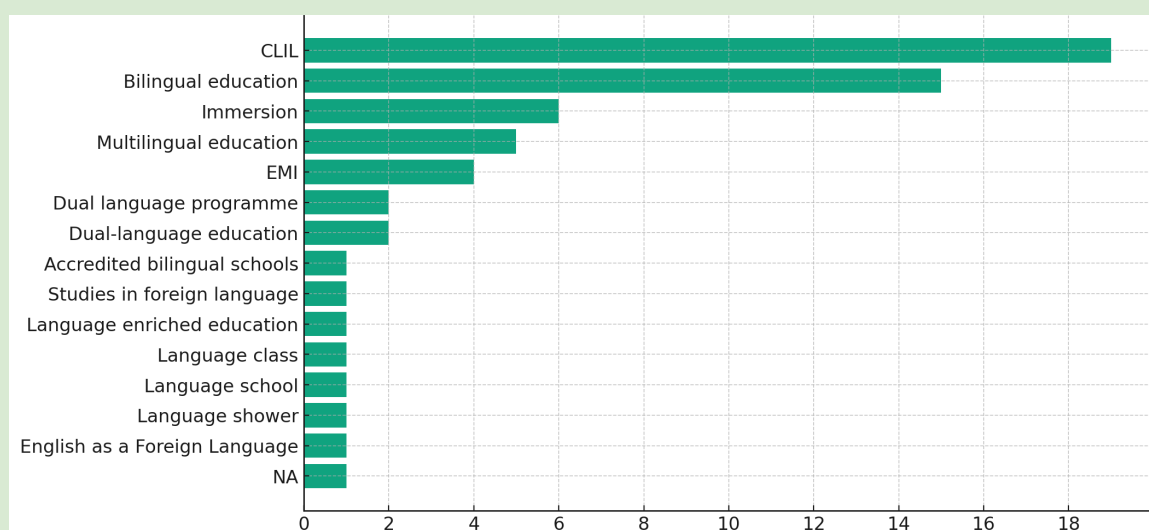
Figure 3. The total count of the labels used to refer to the teaching of school subjects through foreign/additional/minority languages in secondary education

TERTIARY EDUCATION

A different picture emerges in tertiary education in comparison to the earlier levels of schooling. Here, EMI is notably predominant, observed in 16 contexts. In contrast, EMI was identified in merely three contexts in pre-primary education, and it was reported in four contexts each at primary and secondary levels. Also, unlike in earlier levels of schooling, at the tertiary level, CLIL was reported in only six contexts, while BE was noted in five contexts. Table 4 shows the contexts each label was reported, and Figure 4 provides a visual comparison of the frequency of each label in tertiary education across contexts.

Table 4. The labels used in different countries/regions to refer to the teaching of school subjects through foreign/additional/minority languages in tertiary education

Label	Countries/Regions
EMI	Austria, Bosnia and Herzegovina, Croatia, Cyprus, Czech Republic, Finland, Italy, Luxembourg, Netherlands, Poland, Serbia, Slovenia, Spain - Basque Country, Spain - España (Madrid), Sweden, Türkiye
CLIL	Latvia, Lithuania, Luxembourg, North Macedonia, Slovakia, Slovenia
BE	Austria, Finland, Malta, Slovakia, Spain - España (Madrid)
ME	Luxembourg, Malta, Slovenia, Spain - Basque Country
Programs in English	Austria
Internationalization courses	Czech Republic
Studies in English	Estonia
Studies in the target language of the program	Estonia
Teaching through a foreign language	Finland
Immersion	Ireland
Courses in English	Kosovo
English as a Foreign Language	Malta
Dual-language education	Slovakia
NA	Spain - British Council/MEFP program
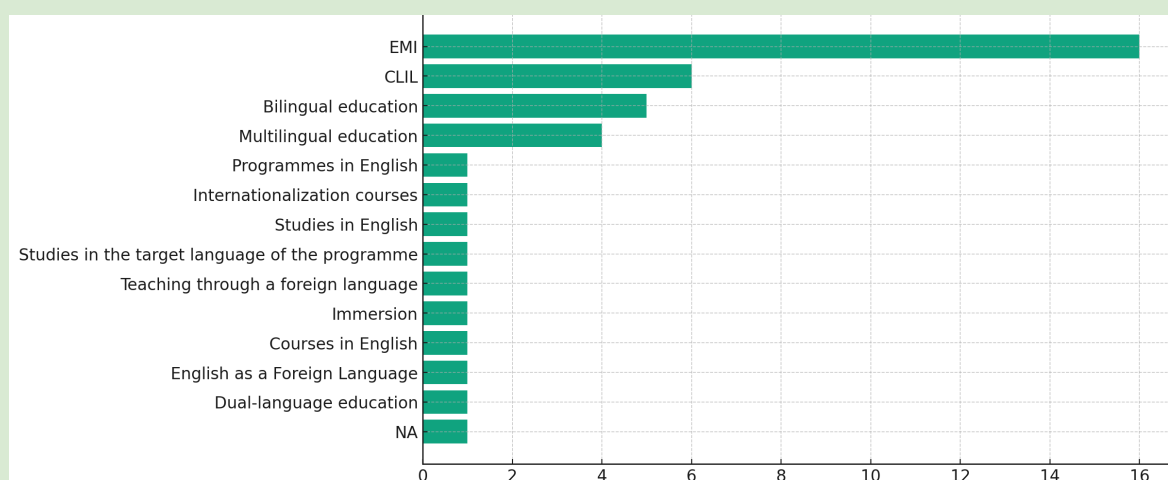
Figure 4. The total count of the labels used to refer to the teaching of school subjects through foreign/additional/minority languages in tertiary education

Overall, the results attest to terminological variation as all the labels provided within the questionnaire received choices. However, clear tendencies are also visible, particularly in the growing prominence of CLIL and BE labels from pre-primary to secondary levels, compared to the tertiary level where EMI emerges as the predominant option. Furthermore, the popularity of CLIL and BE labels increases from pre-primary to primary and secondary. In unison, CLIL and BE thus feature as the most common labels for teaching through a foreign/additional language (See Figure 5).
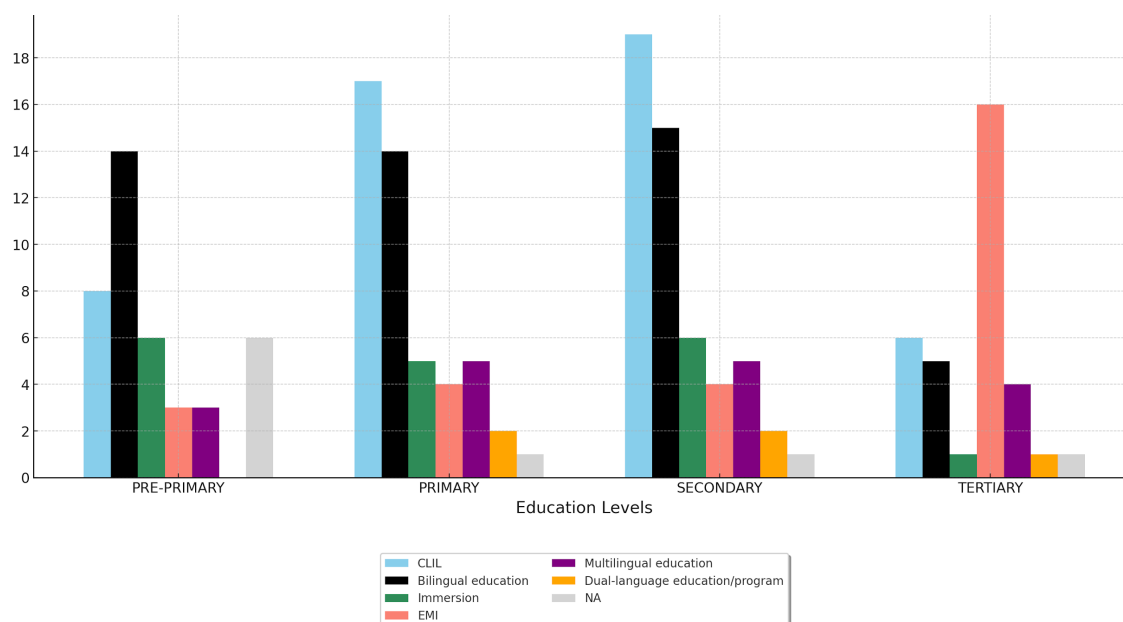
Figure 5. The labels used to refer to the teaching of school subjects through foreign/additional/minority languages across educational levels

The proportion for the option that indicates no provision through a foreign/additional language was the highest at the pre-primary level with no provision reported in 6 countries (Kosovo, Netherlands, North Macedonia, Poland, Serbia, Sweden), whereas this number was only 1 (Kosovo) at both primary and secondary levels. Bilingual provision thus seems to be more common at primary and secondary schools than in pre-primary education.

As regards the option 'Other', additional labels to the ones provided included, for example, 'teaching through a foreign language', 'language classes', 'language shower', or simply the name of the language in cases where CLIL provision happens in language teaching. The respondents also noted that teaching may be offered through a foreign language without a specific label used for this.

The respondents were also asked to describe how the labels are differentiated in case they opted for several ones. What the figures above already suggest was brought up in many responses, namely that at the tertiary level, EMI features strongly, sometimes exclusively, while at other educational levels, different terms may be used without a clear differentiation or consensus of their scope. The responses nevertheless also suggest some tendencies. For example, it seems that CLIL is often used as a general label (in one response called "the buzzword") in educational discourse. Schools may also refer to themselves as CLIL schools, and teachers may describe themselves as applying CLIL pedagogy, while the label BE seems to feature more commonly in educational documents and curricula to describe the programs involving the use of two (or more) languages in instruction. This resonates with what Dalton-Puffer et al. (2022) have noted, namely that it is possible to distinguish between CLIL as an approach for content and language integration and CLIL as a context of learning.

The current responses reflect more the former in that often when describing the label CLIL, the respondents highlighted the attention to both language and content concerns as its key feature rather than a specific program. Another tendency apart from the widespread use of BE as a general term seems to be that it is, more frequently than CLIL, also used for forms of bilingual provision including teaching in regional or minority languages (the 2017 and 2023 Eurydice report refers to this as *CLIL type B* in distinction to *CLIL type A* where instruction happens through a foreign language). The responses also include mentions of the label ME being chosen for educational contexts where students have multilingual backgrounds, often due to migrant backgrounds. This is exemplified by the following quote from the Swedish context: "Teaching through English is labeled BE, EMI or CLIL, whereas when other languages are involved, it is typically referred to as ME". In contexts with long experience in immersion education, the immersion label is, understandably, more frequently used than in others (e.g. Ireland, Estonia, Finland, Spain - the Basque Country).

Instead of being freely interchangeable, different labels may also be used to refer to different types of provision. For example, the Slovakian response indicates that labels CLIL and BE differ in their emphasis and approach: "CLIL primarily focuses on integrating language and content learning, often in subjects like science or social studies, with the goal of developing both language proficiency and subject knowledge simultaneously. In contrast, BE in Slovak high schools and tertiary institutions may involve parallel language tracks, covering a range of subjects taught in both Slovak and a second language". In Finland, the national core curriculum uses 'Bilingual education' as the overarching term to refer to various forms of instruction taking place through language other than the school's main instructional language. A further distinction is drawn between 'large-scale BE' (=at least 25% of instruction occurs through the target language) and 'small-scale BE' (=less than 25% of subject contents taught through the target language). The curriculum discusses "early total immersion" in national languages as a key example of large-scale BE, with "immersion" being a well-established term in the country. Additionally, in Ireland, immersion is the label used to refer to forms of education where all subjects except English are delivered through Irish whereas CLIL is a more recently adopted label, referring to engaging students in different ways of using and learning foreign language during Transition Year (ages 16-17), "a period of time at school when learners do not follow traditional curriculum subjects in a traditional way but are able to take part in many other initiatives such as volunteer work, national science challenges, business challenges, etc." In TY, students are typically exposed to CLIL by their foreign language teachers. One further example of differences between labels comes from Slovenia where BE is used to denote pre-primary and primary level teaching for Italian and Hungarian minorities, ME refers to projects introducing multilingualism in primary and secondary education involving also inclusive pluralistic approaches for migrants, and CLIL is used by selected primary and secondary schools with Slovenian as a language of instruction.

CLIL/BE Provision: Language Classes vs Subject Area Classes?

CLIL/BE is broadly implemented in primary education across various countries, in both foreign/second language and subject area classes, and in a cross-curricular/thematic way.

At the secondary education level, CLIL provision slightly shifts towards a greater focus on subject area classes with reduced cross-curricular thematic teaching, reflecting the structure of secondary education that emphasizes distinct school subjects.

The overall image conveyed by the questionnaire results (see Table 5 and Figure 6) is that CLIL, when offered at the primary level, tends to have a rather wide coverage, being offered in both foreign/second language and subject area classes as well as in a cross-curricular/thematic way. Fewer countries/regions reported that CLIL at primary level is only offered in subject area classes, or only in foreign/second language classes. Moreover, two countries (Croatia, Ireland) reported no CLIL provision at the primary level. However, it is important to note that for Ireland the absence of CLIL provision does not equal the absence of all BE as immersion is offered. North Macedonia points out the absence of CLIL in public schools but its existence in a few private schools.

As regards the secondary level, roughly the same overall picture remains, with a slightly more emphasis on provision in subject area classes and a smaller role of teaching in a cross-curricular/thematic way. This difference relates to how education is organized in that secondary level schooling typically involves clearer distinction between school subjects and fewer cross-curricular opportunities compared to the primary level. Notably, there is only one case – Ireland (CLIL) – reporting CLIL provision exclusively in foreign/second language classes, which attests to European CLIL being predominantly content subject driven. Cyprus is the only context reporting no CLIL provision in secondary education.

Table 5. The types of classes in which CLIL/BE is delivered across primary and secondary education

	PRIMARY ED.					SECONDARY ED.				
	N/A	LC	SC	L/S	CC	N/A	LC	SC	L/S	CC
Austria (CLIL)					●			●		
Bosnia and Herzegovina (EMI)				●					●	
Croatia (BE)			●					●		
Croatia (CLIL)	●							●		
Cyprus (CLIL)			●			●				
Cyprus (EMI)				●					●	
Czech Republic (CLIL)				●	●				●	●
Estonia (Immersion)		●			●				●	●
Finland (BE)			●		●			●	●	
Finland (Immersion)				●	●				●	●
Ireland (CLIL)	●						●			
Ireland (Immersion)			●		●			●		
Italy (CLIL)				●	●			●	●	●
Latvia (CLIL)			●					●		
Lithuania (CLIL)		●							●	
Luxembourg (ME)				●	●				●	
Malta (BE)					●					●
Netherlands (BE)				●	●				●	●
North Macedonia (CLIL)				●					●	
Poland (BE)				●					●	
Serbia (BE)			●					●		
Slovakia (CLIL)				●	●				●	●
Slovenia (CLIL)		●						●		
Spain - Andalucía (CLIL)			●					●		
Spain - Basque Country (Immersion)			●					●		
Spain - Madrid (BE)				●					●	
Spain - BC/MEFP program (BE)				●	●				●	●
Total	2	3	8	12	12	1	1	10	14	9

Note. N/A = Not offered; LC = In foreign/second language classes; SC = In subject area classes; L/S = In both foreign/second language and subject area classes; CC = In a cross-curricular/thematic way. BC/MEFP = British Council/ Ministerio de Educación y Formación Profesional.
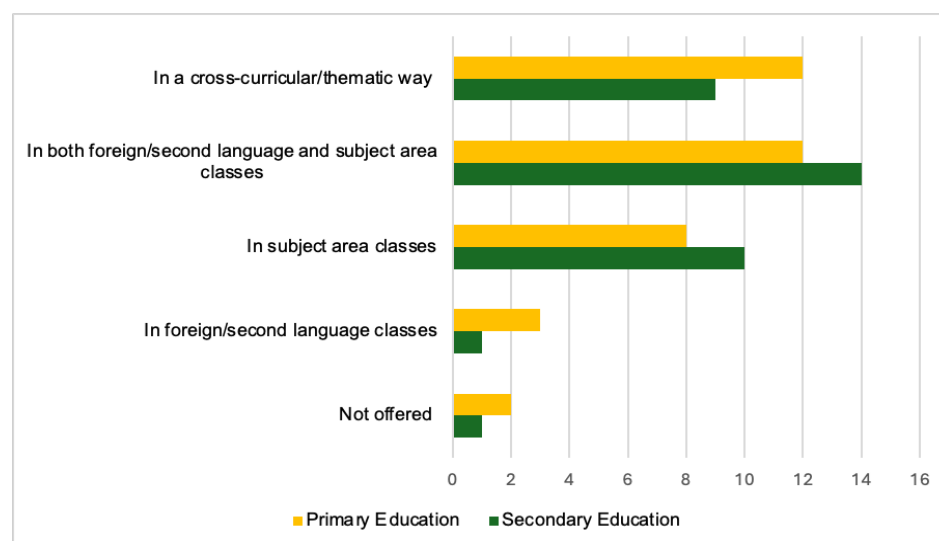
Figure 6. Summary of types of classes in which CLIL/BE is delivered in primary and secondary education

Definitions of CLIL/BE in Official Policy Documents

The documents defining CLIL and BE exhibit variation across different countries, ranging from legislation and decrees to national curricula and other guidelines.

CLIL is characterized by its dual focus on content and language learning, the descriptions emphasizing the integration of subject matter and foreign language teaching.

There is variation in the level of detail provided in the documents, from general descriptions of CLIL/BE implementations to specific regulations and guidelines on teaching practices and subject areas that can be taught through a foreign language.

The responses (see Table 6) suggest that policy documents defining CLIL/BE exist in the majority of the contexts. However, respondents from five contexts — Croatia, Ireland, Lithuania, North Macedonia, and Slovakia (all CLIL) — reported a lack of official documents that define CLIL. Additionally, participants from three contexts — Bosnia and Herzegovina (EMI), Cyprus (EMI), and Latvia (CLIL) — indicated that they were unable to access any information or documents that provide such definitions.

A review of the documents defining CLIL/BE suggests a great deal of variation. Firstly, as regards the type of documents, reference is made to legislation/ministerial decrees and acts stipulating CLIL/BE (Italy, Malta, Poland), to national core curricula outlining bilingual provision (Estonia, Finland), and to other ministerial documents and guidelines (Croatia, Czech Republic, Ireland).

Secondly, regarding the types of descriptions of CLIL, it is typical to refer to its double focus on content and language. For example:

> "Methodological approach through which a subject or part of it is taught through a foreign language with a double objective: the learning of contents of certain curricular subjects and the simultaneous learning of a foreign language." (Spain/Andalucía)

> "CLIL fully integrates the teaching of both the subject and the foreign language. CLIL has a strong interdisciplinary character, linking language learning and the subject taught." (The Czech Republic).

Additionally, in the guidelines for Austrian upper secondary colleges for crafts and technology, an explicit reference is also made to "including elements of foreign language teaching methodology." There are also descriptions that seem to highlight the language proficiency aspects of CLIL/BE. For example:

> "Bilingual education offers the opportunity to students to gain intercultural and interdisciplinary openness and intensive improvement of the foreign language in which part of subject-specific teaching and learning takes place." (Serbia)

> "Total immersion means that the learning environment operates solely through Irish. This process enables the fuller development of students' language proficiency. " (Ireland/immersion)

Also, there is reference to CLIL as one of the "modern and innovative approaches to language learning and teaching" (Slovenia).

A third dimension according to which there is variation relates to the level of detail in which CLIL/BE/immersion provision is described in the documents. While the more usual case seems to be the provision of a rather general overall description for the educational institutions to put into practice, there are also more specific regulations and guidelines, for example outlining what subject areas cannot be taught through a foreign language (Poland), providing guidelines for teaching and learning practice (Ireland) or outlining the characteristic features of different types of BE (e.g. the distinction between large-scale and small scale BE in Finland).

Table 6. Availability of policy documents defining CLIL/BE

Context	Are there policy documents defining CLIL/BE?
Austria (CLIL)	🟢
Bosnia and Herzegovina (EMI)	INA
Croatia (BE)	🟢
Croatia (CLIL)	🔴
Cyprus (CLIL)	🟢
Cyprus (EMI)	INA
Czech Republic (CLIL)	🟢
Estonia (Immersion)	🟢
Finland (BE)	🟢
Finland (Immersion)	🟢
Ireland (CLIL)	🔴
Ireland (Immersion)	🟢
Italy (CLIL)	🟢
Latvia (CLIL)	INA
Lithuania (CLIL)	🔴
Luxembourg (ME)	🟢
Malta (BE)	🟢
Netherlands (BE)	🟢
North Macedonia (CLIL)	🔴
Poland (BE)	🟢
Serbia (BE)	🟢
Slovakia (CLIL)	🔴
Slovenia (CLIL)	🟢
Spain - Andalucía (CLIL)	🟢
Spain - Basque Country (Immersion)	🟢
Spain - Madrid (BE)	🟢
Spain - BC/MEFP program (BE)	🟢
Total	19

Note. 🟢 = Yes; 🔴= No; INA = Such information is not accessible

Reasons for Implementing CLIL/BE

The main reasons for adopting CLIL/BE include enhancing language proficiency, promoting intercultural awareness, multilingualism, and internationalization, indicating that benefits are primarily seen in linguistic and cultural gains.

Less commonly selected reasons included increasing employability and enhancing learning outcomes, with some respondents noting additional benefits in specific contexts such as personal growth, motivation, the development of subject-specific and cross-curricular competences, and promoting national ideology.

What is notable in responses to the question on the reasons for the adoption of CLIL provision is that the respondents often chose several reasons from the 14 options offered (sometimes all, typically up to 10 reasons). However, a closer look at the distribution of the options shows certain clustering, with the most commonly chosen reasons relating to promoting language proficiency, enhancing second/additional language learning and intercultural awareness and promoting multilingualism/plurilingualism and internationalization. In other words, CLIL benefits are most readily seen to relate to language and intercultural gains. Among the options less clearly linked to language proficiency and intercultural awareness, increasing employability and enhancing learning outcomes have been chosen relatively often. Enhancing academic prospects and disciplinary literacy feature less often than language-focused reasons. Respondents could also provide other reasons apart from the given options. The reasons added include students' personal growth, development and motivation, enhancing key subject-specific and cross-curricular competencies, and, in the response on Irish teaching in Ireland, promoting a particular ideology on nationhood.

Table 7. The number of countries/regions selecting each reason for implementing CLIL/BE

Reason for teaching through an additional/foreign/minority language	No of countries/ regions
Promoting proficiency in the target language	25
Enhancing foreign/additional language learning	19
Enhancing intercultural/pluricultural awareness	16
Promoting multilingualism/plurilingualism	15
Promoting internationalization	14
Increasing employability	13
Enhancing language/plurilingual awareness	12
Enhancing learning outcomes	11
Increasing mobility	9
Enhancing academic prospects	9
Enhancing disciplinary literacy in another language	8
Enhancing learners' soft skills	7
Promoting minority/minoritized languages	4
Motivating learners to learn languages other than English	2
Promoting heritage languages	2
Promoting a particular ideology around nationhood	1
Personal growth	1
Enhancing personal, social and professional development	1
Enhancing key subject specific and cross-curricular competencies	1
Enhancing motivation for lifelong learning	1

Level of Governance/Regulation of CIL/BE

> **The governance of CLIL/BE varies, with national governance being predominant. Regional and school-level regulations also exist in many contexts, reflecting differences in educational organization across countries.**

The responses to the question asking about the level at which CLIL is governed/regulated clearly show that in the majority of the cases, this happens at the national level (See Table 8). In Spain, Finland, and Austria, the option of regional governance is also selected. In several contexts, school-level regulations are also implemented, usually along with national/regional regulations.

Table 8. Levels of governance/regulation of CLIL/BE across countries/regions

Country/ Region	Level of governance/ regulation
Austria (CLIL)	National / Regional / School
Bosnia and Herzegovina (EMI)	National
Croatia (BE)	National
Croatia (CLIL)	School
Cyprus (CLIL)	National
Cyprus (EMI)	School
Czech Republic (CLIL)	National / School
Estonia (Immersion)	National / School
Finland (BE)	National / Regional
Finland (Immersion)	National / Regional
Ireland (CLIL)	School
Ireland (Immersion)	National / School
Italy (CLIL)	National
Latvia (CLIL)	National
Lithuania (CLIL)	National
Luxembourg (ME)	National
Malta (BE)	National / School
Netherlands (BE)	National
North Macedonia (CLIL)	National / School
Poland (BE)	National
Serbia (BE)	National
Slovakia (CLIL)	School / National
Slovenia (CLIL)	None
Spain - Andalucía (CLIL)	Regional / School
Spain - Basque Country (Immersion)	Regional
Spain - Madrid (BE)	National / Regional
Spain - BC/MEFP program (BE)	National / Regional

Note. ■ = National level; ■ = Regional level; ■ = School level; ■ = None

The options chosen surely reflect the differences in how education is organized, in some contexts (e.g. Finland) national curricula providing the general frame that can be adapted both at regional (municipalities) or school level curricula, other contexts having a two-stage organization of national and school levels. Some of the responses – Croatia (CLIL), Cyprus

(EMI), Ireland (CLIL), Slovakia (CLIL) – indicate school-level governance/regulation only. Slovenia (CLIL) specifically points out in this connection that there exists no official regulation concerning the implementation of CLIL but brings up elsewhere the restriction in legislation that permits teaching through foreign languages only in the context of foreign language subjects.

Curricular Documents Guiding CLIL/BE Implementation

> **CLIL/BE implementation is usually guided by curricular documents at national and/or school levels, with variations in the type of guidance and exceptions in certain countries due to factors like private school provision or alternative guiding documents.**

Typically, countries report the existence of curricular documents either on the national level or on both the national and school levels, in fewer cases also at the regional level. The results indicate that CLIL implementation is guided by curricular documents in most cases but does not reveal the details/type of curricular support. In cases where no school-internal curriculum documents were reported – Bosnia and Herzegovina (EMI) and Cyprus (CLIL) – the reasons relate to provision in private rather than public schools. In other cases, while countries – Ireland (CLIL), the Netherlands and Poland – report no curricular documents, survey responses reveal the existence of other types of guiding documents or resources, such as those provided by a specialist agency of the Department of Education in the case of Ireland, or provision of BE Standards in the Netherlands.

Table 9. Availability of curricular documents guiding CLIL/BE across countries/regions

Country/ Region	Availability of official curricular documents at different levels
Austria (CLIL)	National · Regional · School
Bosnia and Herzegovina (EMI)	School
Croatia (BE)	National · School
Croatia (CLIL)	National · School
Cyprus (CLIL)	National
Cyprus (EMI)	School
Czech Republic (CLIL)	National · School
Estonia (Immersion)	National · School
Finland (BE)	National · Regional · School
Finland (Immersion)	National · Regional · School
Ireland (CLIL)	None
Ireland (Immersion)	National · School
Italy (CLIL)	National
Latvia (CLIL)	National
Lithuania (CLIL)	National
Luxembourg (ME)	National
Malta (BE)	National
Netherlands (BE)	None
North Macedonia (CLIL)	National · School
Poland (BE)	None
Serbia (BE)	National
Slovakia (CLIL)	School · National
Slovenia (CLIL)	National
Spain - Andalucía (CLIL)	Regional · School
Spain - Basque Country (Immersion)	National · Regional · School
Spain - Madrid (BE)	School
Spain - BC/MEFP program (BE)	National · Regional

Note. ▇ = National level; ▇ = Regional level; ▇ = School level; ▇ = None

CLIL/BE Provision in Different Types of Educational Programs

CLIL at the secondary level is predominantly offered in academically-oriented programs, with no context reporting it to be offered in practically-oriented programs only.

The responses to the question on the type of programs in which CLIL is offered at secondary level show a clear emphasis on academically-oriented education: 5 countries report CLIL being typically offered in academically-oriented programs and 10 in both academically-oriented programs and practically-oriented programs. However, as a comment in the survey response by the Netherlands indicates, opting for the latter description may in fact hide uneven CLIL distribution: "it is valuable to note that the spread across these programs is not even: there is clear emphasis on more academic programs". Furthermore, eight countries report bilingual provision but in a system that does not distinguish between academically and practically-oriented programs in secondary education.
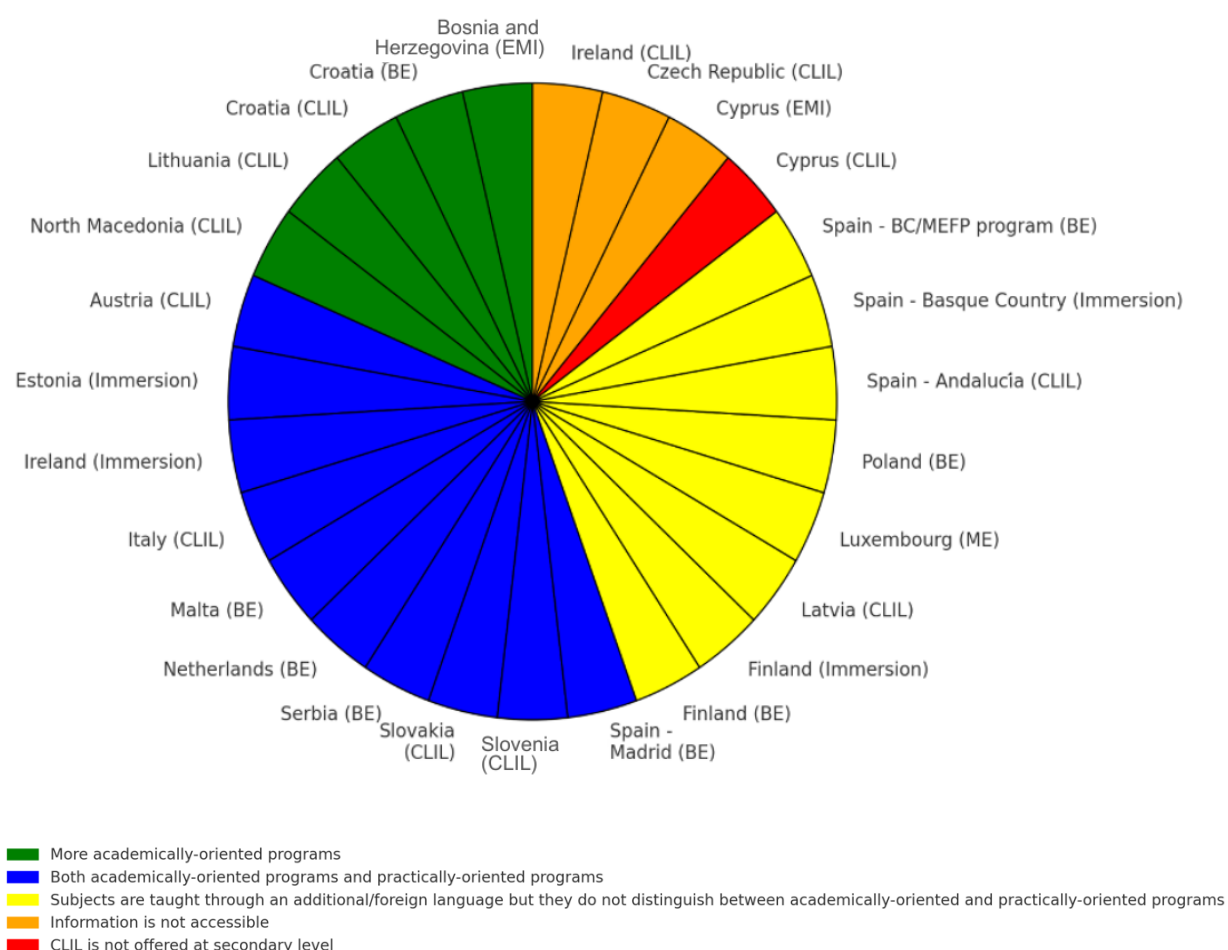
Figure 7. CLIL/BE provision according to the type of educational programs

Restrictions on CLIL/BE Implementation in Specific Subjects

There is variability in subject offerings within CLIL/BE programs, with no restrictions in some countries, exclusions of specific subjects in others, and frequent inclusion of STEM subjects within CLIL/BE programs.

The responses to whether there are restrictions on the subjects that can be offered in CLIL/BE provision give rise to three main observations relating to subjects offered.

Firstly, there are contexts where there are no official restrictions to subjects taught (Cyprus/CLIL, Estonia, Ireland/immersion, Luxemburg, Serbia, Slovakia). Secondly, there are mentions of certain subjects being excluded from CLIL/BE provision. These restrictions typically concern language subjects, L1 and/or foreign languages (Austria, Czech Republic, Finland, Spain/the Basque Country) but also include references to other restricted subjects or content matter. These include science subjects, country-specific content, history, and mathematics (Croatia, Czech Republic, North Macedonia, and Spain/Madrid, respectively). The third response type, instead of outlining subjects that are restricted, describes subjects taught through CLIL provision. Even though there is variation in the subjects mentioned, both history and STEM subjects are frequently mentioned. At the same time, it is noteworthy that these both also feature among the restricted subjects (i.e., country-specific/local history, STEM, and mathematics).

The Extent of Availability of CLIL/BE

In 33% of the countries/regions, CLIL/BE is available to all students, 30% offer it to a select few, and 22% to some students, indicating that bilingual provision is not widely mainstreamed.

With regard to the availability of CLIL/BE provision to students, the survey responses paint a varied picture. One the one hand, it is notable that around 30% of the countries responding say that CLIL is available only to a very small, select group of students. This, coupled with 22% of the respondents choosing the option "CLIL is available to some students" suggests that, overall, CLIL provision is only rarely mainstreamed. However, 33% of the responses indicate CLIL availability to all. Countries/regions choosing this option include contexts where top-down policies of mainstreaming CLIL provision are in place (Cyprus/CLIL, Spain/Madrid, Italy), or countries where languages of instruction are state or regional/minority languages in the country (Ireland/immersion, Luxemburg, Malta).
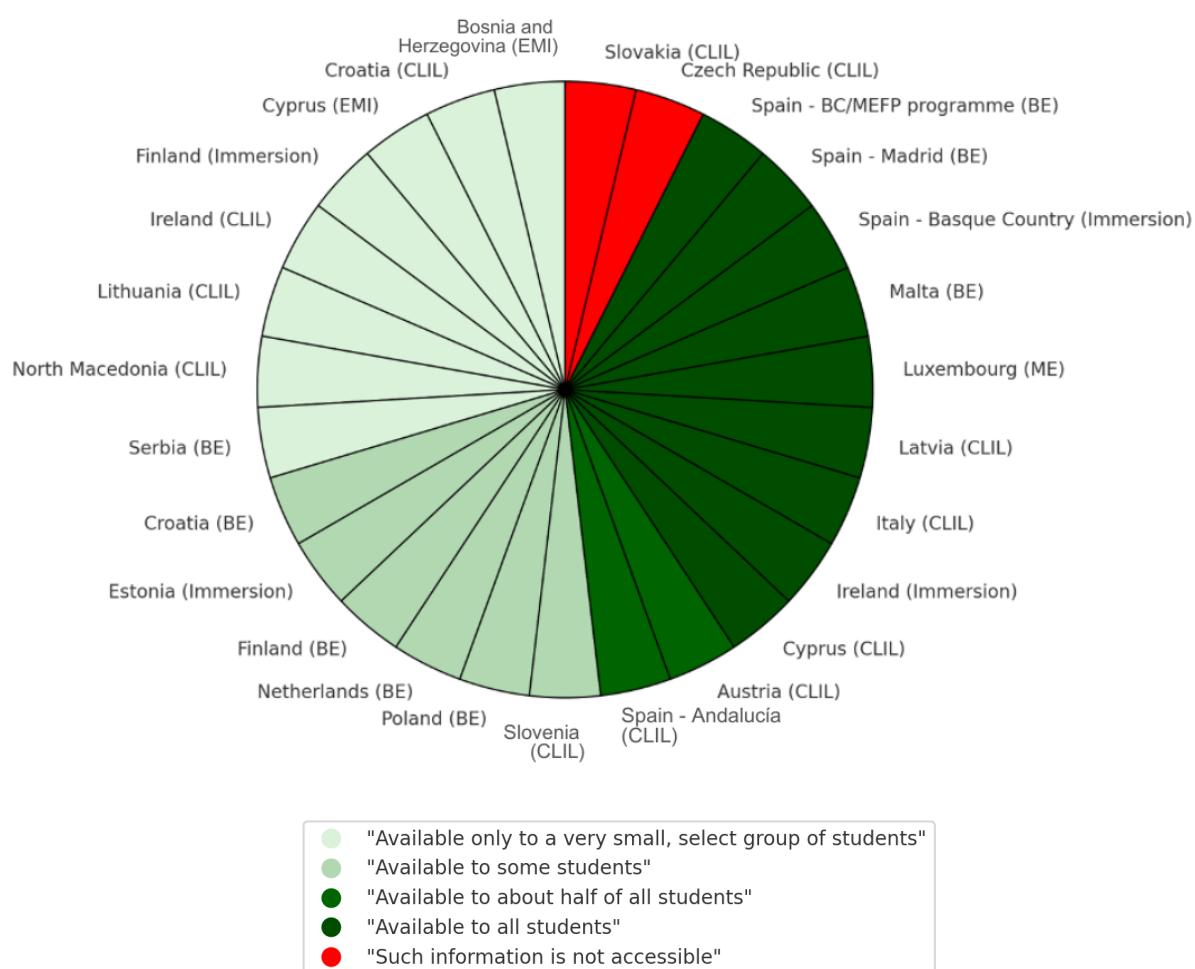
Figure 8. Availability of CLIL/BE for students across countries/regions

Languages of CLIL/BE Provision

Around 75% of CLIL/BE programs are offered in foreign languages (with English being the most prevalent), followed by significantly smaller percentages for national (25%), heritage (7%), and regional languages (4%).

The distinction between CLIL offerings in foreign languages versus national/regional/heritage languages mirrors the CLIL type A and B classification from the Eurydice reports (EU/EACEA/Eurydice 2017, 2023).

The responses to the question inquiring the type of language (heritage/regional/national/foreign) in which CLIL is offered show a clear predominance, with around 75% of responses indicating provision in a foreign language (See Table 10). Considerably smaller, yet the second in order, are national languages (25% of responses) followed by heritage languages and regional languages (7% and 4%, respectively). This overall division into CLIL offered through foreign vs. in national/regional/heritage languages echoes the distinction between CLIL type A and CLIL type B made in the Eurydice reports (EU/EACEA/Eurydice 2017, 2023). A look at the list of named languages in their order of frequency for each country shows the overwhelming predominance of English as the main foreign language in CLIL: for countries choosing 'foreign languages' as the type of CLIL provision, English features as the most common option in all other countries except Ireland where French is the most common CLIL language (Irish in immersion programs). After English, the most common FLs are German and French, followed by less often mentioned Spanish. The big European languages thus dominate in European CLIL provision. As for national/regional/heritage languages, there is more variation, dependent on the language situation specific to the country. For instance, in Croatian BE, the languages include Serbian, Czech and Hungarian while Basque is the immersion language in the Basque Country and Irish in Ireland.

Table 10. The most common languages of CLIL/BE provision across countries/regions

Country/Region	Language category	Most common	2nd	3rd
Austria (CLIL)	Foreign	English	Romance languages	
Bosnia and Herzegovina (EMI)	Foreign	English		
Croatia (BE)	Heritage National	Serbian	Czech	Hungarian
Croatia (CLIL)	Foreign	English	German	French
Cyprus (CLIL)	Foreign	English		
Cyprus (EMI)	Foreign	English		
Czech Republic (CLIL)	Foreign	English	German	
Estonia	National	Estonian	English	French
Finland (BE)	National Foreign	English	Swedish	German
Finland (Immersion)	Heritage National Foreign	Swedish	Finnish	Sámi
Ireland (CLIL)	Foreign	French	Spanish	German
Ireland (Immersion)	National	Gaeilge (Irish)		
Italy (CLIL)	Foreign	English	French	Spanish
Latvia (CLIL)	Foreign	English	German	French
Lithuania (CLIL)	Foreign	English		
Luxembourg (ME)		Luxembourgish	French	German
Malta (BE)	National	Maltese	English	
Netherlands (BE)	National	English	German	
North Macedonia (CLIL)	Foreign	English	German	French
Poland (BE)	Foreign	English	German	Spanish
Serbia (BE)	Foreign	English	French	German
Slovakia (CLIL)	Foreign	English	German	Spanish
Slovenia (CLIL)	Foreign	English	German	
Spain - Andalucía (CLIL)	Foreign	English	French	German
Spain - Basque Country (Immersion)	Foreign	Basque		
Spain - Madrid (BE)	Regional	English	French	German
Spain-British Council/MEFP program (BE)	Foreign	English		

Onset of CLIL/BE Provision in Different Countries/Regions

Before the 1990s, immersion and BE programs existed, but the 1990s and early 2000s saw a significant increase in programs labeled as CLIL or BE, particularly in Eastern Europe.

As shown in Figure 9, the responses to the question regarding the onset of provision where the subject content is taught through an additional/foreign language show, firstly, that before the 1990s, i.e. before the launch of the term CLIL and the growing interest in it across Europe, there were already immersion and BE programs in place. The 1990s showed an increase in them, with emphasis on types of provision labelled as CLIL or BE rather than immersion. The early 2000s show another wave comparable to the 1990s of countries introducing CLIL/BE provision, this time concerning especially the Eastern European countries. The most recent additions among the respondents are Italy and Ireland, the former mainstreaming CLIL through education policy decisions and the latter introducing CLIL as a way to increase motivation towards and engagement in the foreign language learning. Given that not all CLILNetLE countries responded to the questionnaire we have no definite answer to whether there are countries that offer no education through the medium of an additional/foreign language. Most likely there are not many such countries in Europe judged by the recent Eurydice report (European Commission / EACEA / Eurydice, 2023: 66) according to which Greece, Bosnia and Herzegovina, Iceland and Türkiye were the only countries not providing CLIL programs (of these, our survey indicates CLIL/BE provision in Bosnia and Herzegovina and Türkiye).
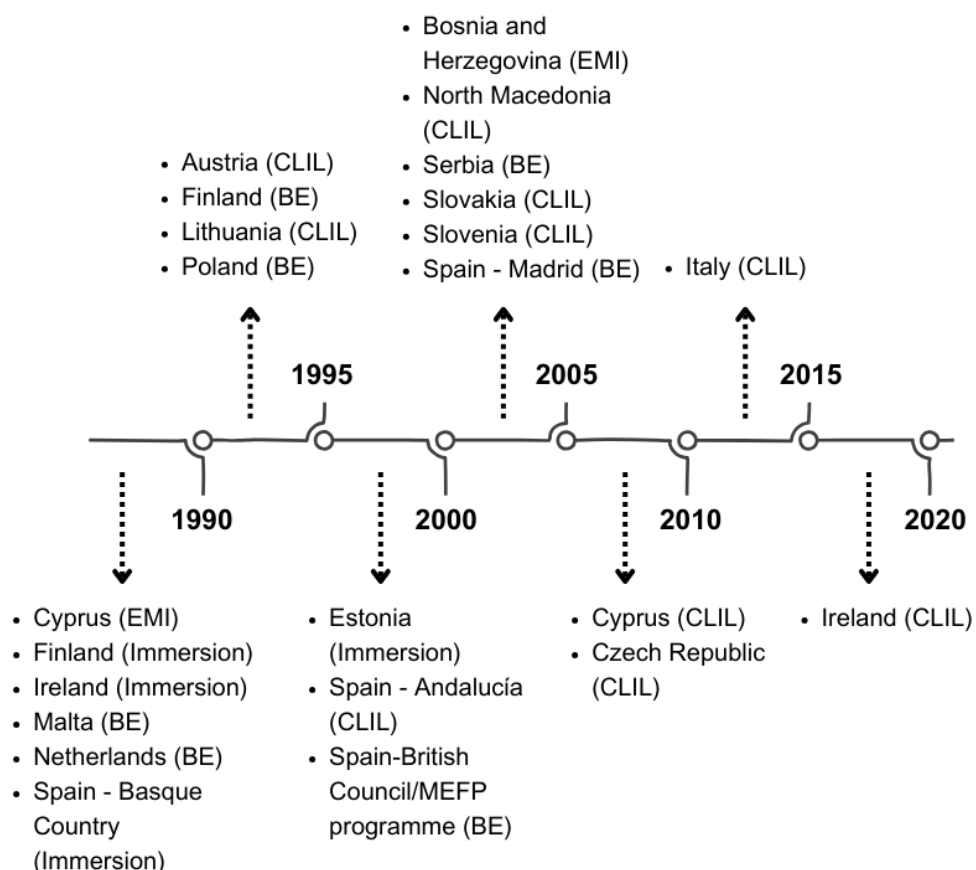
Figure 9. The onset of CLIL/BE provision across countries

Trends in CLIL/BE Provision

> **The majority of countries/regions have experienced an increase in programs where subject content is taught in a foreign language, indicating a trend towards more CLIL/BE programs.**

Regarding the trends in the provision of programs in which subject content is taught through an additional/foreign language, the majority (56%) of the countries/regions have seen an increase in such programs over the last ten years, which indicates a strong trend towards the adoption and expansion of CLIL/BE provision. On the other hand, a smaller segment, almost 20% of the countries/regions, has seen a stable yet unchanged provision of CLIL/BE. The only context for which a decrease in the teaching of content through a foreign language was reported was Croatia (BE) (See Figure 10).
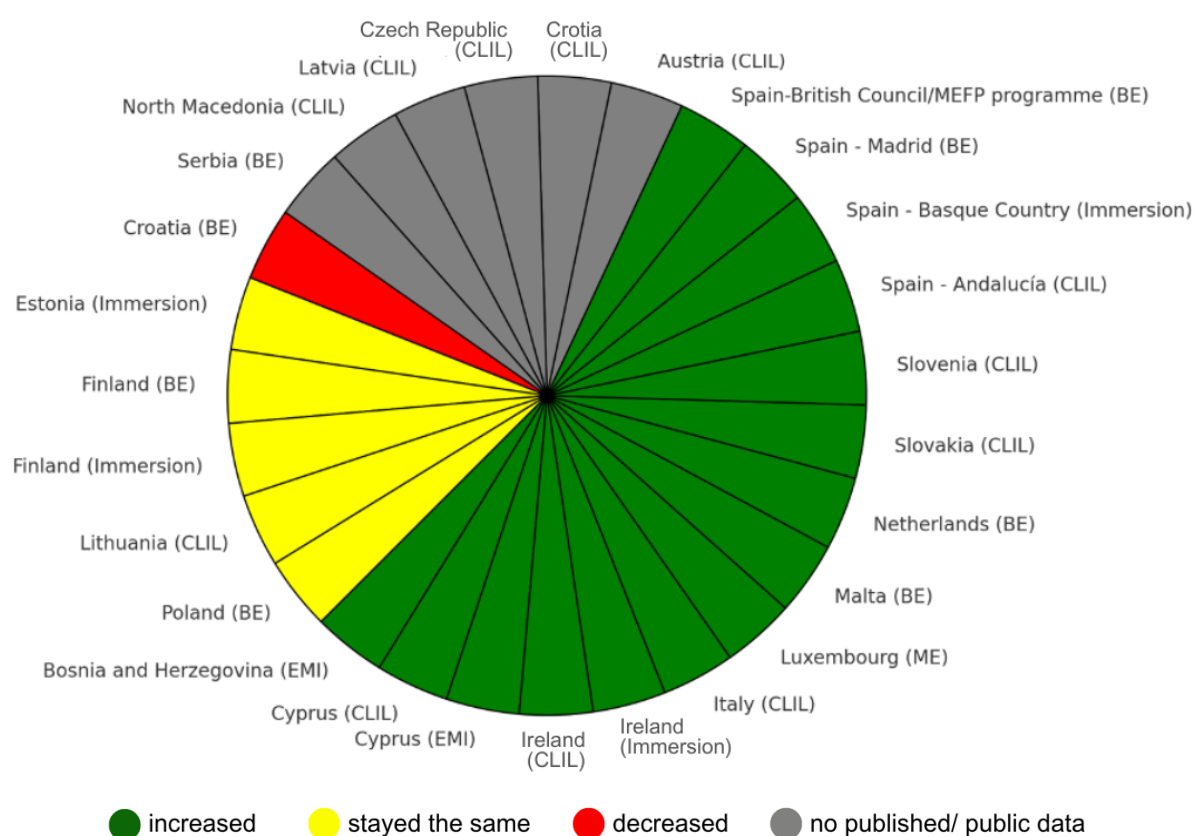
Figure 10. Trends in CLIL/BE provision across countries

Types of Schools Offering CLIL/BE

In most countries/regions, CLIL/BE programs are available either in public schools only or in both public and private schools, with a few exceptions like Bosnia and Herzegovina and Cyprus where CLIL/BE is only offered in private schools.

As shown in Figure 11, in many countries/regions, such as Austria, Czech Republic, Italy, Latvia, Lithuania, Luxembourg, Malta, North Macedonia, Slovenia, and Spain (both Andalucía and the Basque Country), programs where content is taught through an additional/foreign language are available in both public and private schools.

Conversely, in Bosnia and Herzegovina and Cyprus, EMI is confined exclusively to private/independent schools. This restriction suggests that access to EMI in these countries is limited by socioeconomic status, which narrows the pool of students who can benefit from such programs.

On the other hand, several countries/regions—including Croatia (BE & CLIL), Cyprus (CLIL), Estonia (Immersion), Finland (BE & Immersion), the Netherlands (BE) and Spain (BC/MEFP BE Program)—offer CLIL/BE/Immersion solely in public schools. This approach suggests governmental support which can make these programs accessible to a broad segment of the population without the barriers that private education might impose.

Ireland, on the other hand, presents a unique case. Technically only a small fraction of its post-primary schools are 'public' in the traditional sense, but private schools receive substantial funding from the government. This model includes a variety of school types, including Education and Training Board Schools, Voluntary Aided Schools, Educate Together Schools, and schools under religious patronage. Immersion is offered in all types except Community and Comprehensive Schools.

PUBLIC SCHOOLS
- Croatia (BE)
- Croatia (CLIL)
- Cyprus (CLIL)
- Estonia (Immersion)
- Finland (BE)
- Finland (Immersion)
- Netherlands (BE)
- Spain-British Council/MEFP programme (BE)

BOTH
- Austria (CLIL)
- Czech Republic (CLIL)
- Italy (CLIL)
- Latvia (CLIL)
- Lithuania (CLIL)
- Luxembourg (ME)
- Malta (BE)
- North Macedonia (CLIL)
- Poland (BE)
- Serbia (BE)
- Slovakia (CLIL)
- Slovenia (CLIL)
- Spain - Andalucía (CLIL)
- Spain - Basque Country (Immersion)
- Spain - Madrid (BE)

PRIVATE SCHOOLS
- Bosnia and Herzegovina (EMI)
- Cyprus (EMI)

Figure 11. Types of schools offering CLIL/BE across countries/regions

Distribution of CLIL/BE Programs across Rural and Urban Areas

> **The majority of CLIL/BE programs are concentrated in urban areas, with no instances of greater prevalence in rural areas reported, while nine countries/regions show a more balanced urban-rural distribution.**

The responses to the question on the distribution of CLIL/BE/Immersion programs across urban and rural areas show that such programs tend to be concentrated on urban areas, with 14 out of 27 regions/countries offering these programs mostly in urban areas (See Figure 12). In no country/region are CLIL/BE programs more prevalent in rural areas. Nine countries/regions, on the other hand, including Cyprus (CLIL), Ireland (CLIL), Italy (CLIL), Luxembourg (ME), Malta (BE), the Netherlands (BE), Andalucía (CLIL), the Basque Country (Immersion), and Madrid (BE), exhibit a more balanced distribution, with programs being more evenly spread across urban and rural settings. This suggests a more inclusive approach with broader accessibility. For Austria (CLIL), Croatia (BE), Czech Republic, and Latvia, the information regarding the geographical distribution of these programs is not accessible.

MOSTLY IN RURAL AREAS	EVENLY DISTRIBUTED	MOSTLY IN URBAN AREAS
	• Cyprus (CLIL)	• Bosnia and Herzegovina (EMI)
	• Ireland (CLIL)	• Croatia (CLIL)
	• Italy (CLIL)	• Cyprus (EMI)
	• Luxembourg (ME)	• Estonia (Immersion)
	• Malta (BE)	• Finland (BE)
	• Netherlands (BE)	• Finland (Immersion)
	• Spain - Andalucía (CLIL)	• Ireland (Immersion)
	• Spain - Basque Country (Immersion)	• Lithuania (CLIL)
	• Spain - Madrid (BE)	• North Macedonia (CLIL)
		• Poland (BE)
		• Serbia (BE)
		• Slovakia (CLIL)
		• Slovenia (CLIL)
		• Spain - BC/MEFP programme (BE)

Figure 12. Distribution of CLIL/BE programs across rural and urban areas

Materials Used in CLIL/BE Classrooms

In many countries/regions teachers play a critical role in creating or adapting materials for CLIL/BE/Immersion programs due to the lack of readily available resources from publishers or government agencies. This shows both the teachers' active involvement and the gap in specifically designed materials.

The responses to the question regarding the resources and materials used in CLIL/BE/Immersion programs show the active role of teachers. In almost all countries/regions, resources created or adapted by teachers are used in such programs. Teachers seem to play a critical role in developing materials that are specifically tailored to meet the linguistic and content-specific requirements of their students.

On the other hand, in around half of the regions/countries, resources specifically targeting CLIL/BE/Immersion are available from publishers/government agencies. This signals the lack of materials that can be readily used by teachers in many settings.

Table 11. Materials used in CLIL/BE programs across countries

	PR	AbT	CbT
Austria (CLIL)	🔴	🟢	🟢
Bosnia and Herzegovina (EMI)	🔴	🟢	🟢
Croatia (BE)	INA		
Croatia (CLIL)	🔴	🟢	🟢
Cyprus (CLIL)	🔴	🔴	🟢
Cyprus (EMI)	🟢	🔴	🟢
Czech Republic (CLIL)	INA		
Estonia (Immersion)	🔴	🟢	🟢
Finland (BE)	🟢	🟢	🟢
Finland (Immersion)	🟢	🟢	🟢
Ireland (CLIL)	🟢	🔴	🟢
Ireland (Immersion)	🟢	🟢	🟢
Italy (CLIL)	🟢	🟢	🟢
Latvia (CLIL)	🟢	🟢	🟢
Lithuania (CLIL)	🔴	🟢	🔴
Luxembourg (ME)	🔴	🔴	🟢
Malta (BE)	🔴	🟢	🟢
Netherlands (BE)	🟢	🟢	🟢
North Macedonia (CLIL)	🟢	🟢	🟢
Poland (BE)	🔴	🔴	🟢
Serbia (BE)	🔴	🟢	🟢
Slovakia (CLIL)	🟢	🟢	🟢
Slovenia (CLIL)	🔴	🟢	🟢
Spain - Andalucía (CLIL)	🟢	🟢	🟢
Spain - Basque Country (Immersion)	🟢	🔴	🟢
Spain - Madrid (BE)	🟢	🟢	🟢
Spain - BC/MEFP program (BE)	🟢	🟢	🟢
Total	14	19	24

Note. PR = Resources from publishers/government agencies specifically targeting CLIL/BE/Immersion; AbT = Resources from publishers aimed at non-CLIL/BE/Immersion adapted for CLIL by teachers; CbT = Resources created by teachers; 🟢= Yes; 🔴= No; INA = Such information is not accessible.

Student Selection in CLIL/BE Programs in Primary Education

In many regions, primary-level CLIL/BE programs are accessible to all students without selection criteria, while certain countries, including Finland, Lithuania, Poland, and Serbia, implement selective criteria based on language proficiency, aptitude tests, and previous academic performance.

In many European regions, there are no selection criteria for students to access CLIL provision in primary education (See Figure 13). This suggests a policy of inclusive education where opportunities for language and content integrated learning are available to all students, regardless of their background or linguistic abilities.

Conversely, certain countries implement selective criteria for admission into these programs (See Figure 14). In Finland's BE programs, there is variation in the student selection processes, the tools chosen may include evaluating skills in the main language of mainstream schooling, students' general verbal-linguistic intelligence and/or the use of aptitude tests. In the immersion programs in Finland, pre-primary immersion attendance and target language proficiency based on teachers' personal assessments are also factored in.

In Lithuania, alongside skills in the main language of mainstream schooling, aptitude tests, in-house language proficiency tests and students' previous school grades in the target language feature among the means used to assess suitability for CLIL programs with A1 as the minimum proficiency requirement.

Poland and Serbia both utilize in-house language proficiency tests, with Serbia setting an A1 CEFR level as the minimum requirement. In Poland, the emphasis on aptitude based on Polish language skills highlights an interesting dynamic where linguistic ability in Polish is seen as an indicator of potential for BE. However, this approach raises concerns about equitable access, particularly for students from lower socio-economic backgrounds or those belonging to minority groups who may not perform as well in the dominant language.
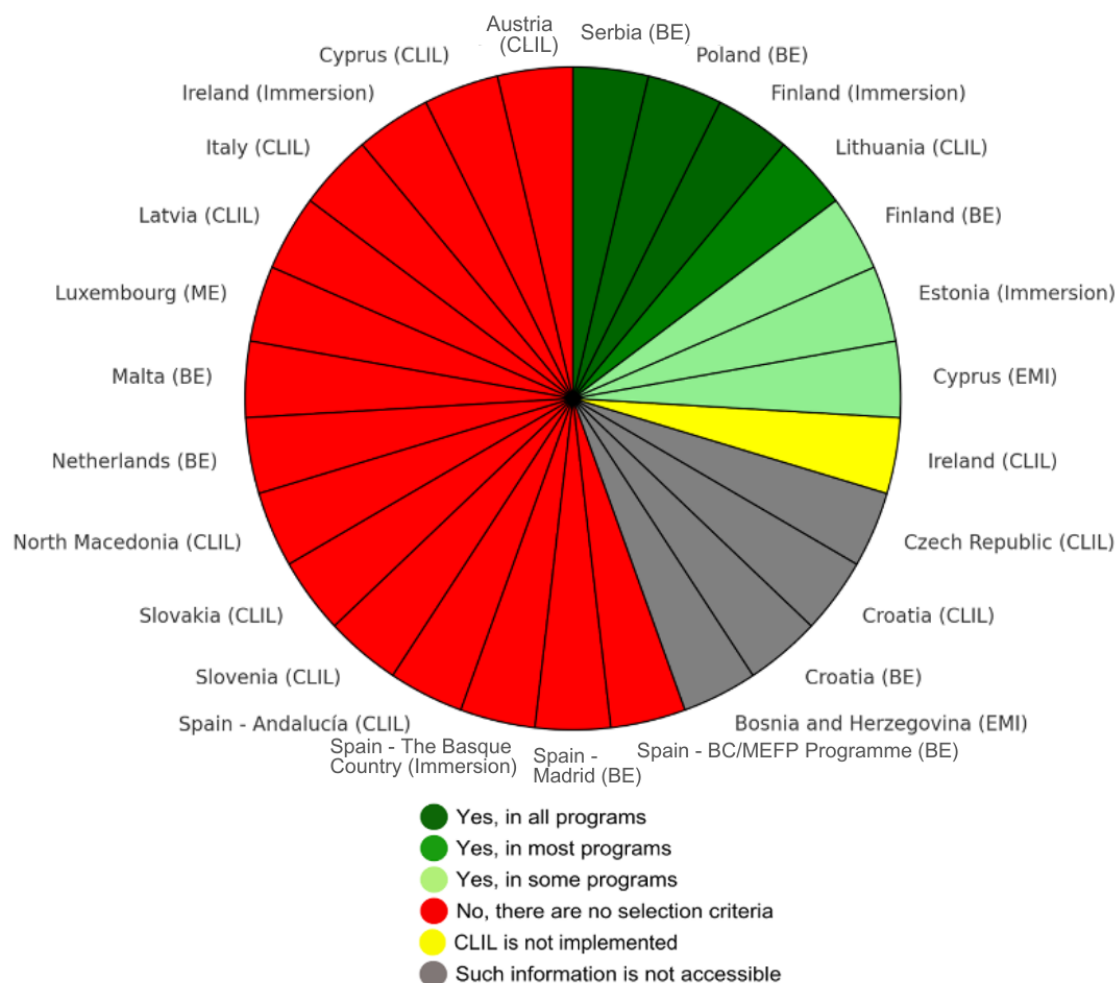
Figure 13. Presence of student selection criteria for CLIL/BE programs in primary education
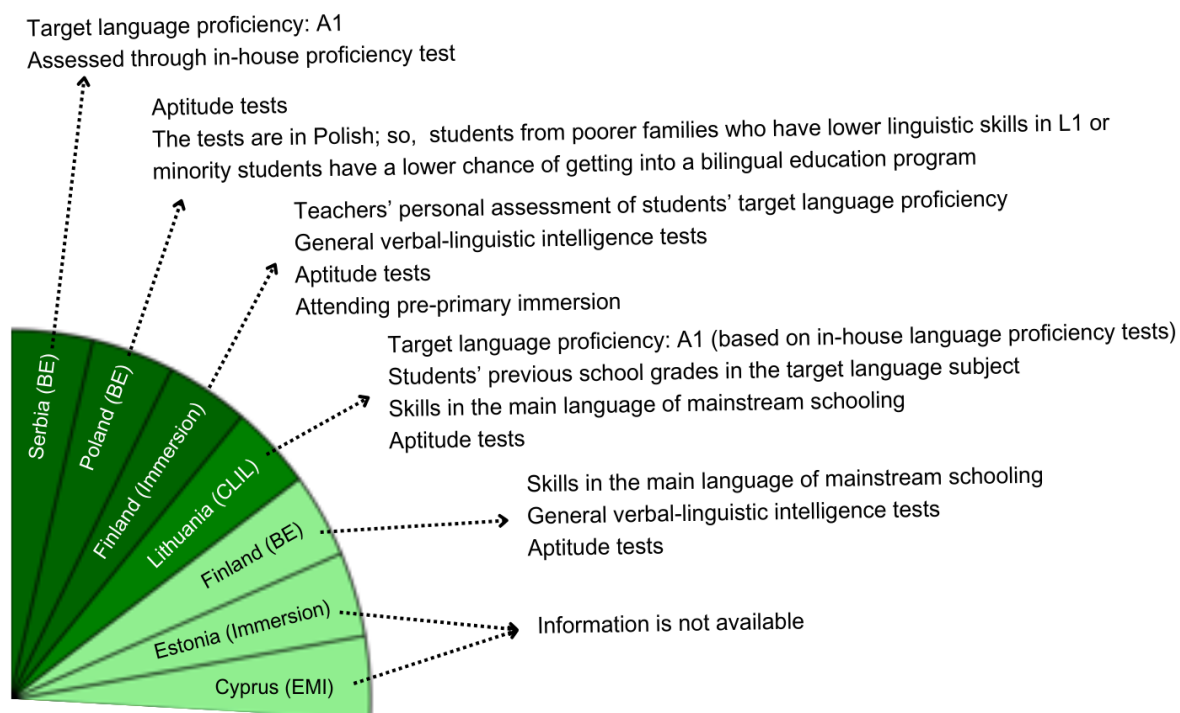
Figure 14. Student selection criteria in primary level CLIL/BE programs in countries/regions where selection is practiced

Student Selection in CLIL/BE Programs in Secondary Education

> **The criteria for student access to CLIL/BE programs in secondary education across Europe range from open-access policies with no prerequisites in certain countries/regions to more regulated access in others.**

The selection criteria for students to access CLIL/BE/EMI/Immersion provision in secondary education vary across Europe (See Figure 15). In several regions, there is an open-access policy where no specific selection criteria are applied. This includes countries such as Croatia (BE), Ireland (CLIL/Immersion), Italy (CLIL), Latvia (CLIL), Luxembourg (ME), Malta (BE), Slovenia (CLIL), and several regions in Spain (CLIL, Immersion, BE, EMI). These areas offer CLIL or bilingual programs without prerequisite conditions. However, in other regions, access to CLIL/BE/EMI/Immersion provision is more regulated. The selection criteria in those regions are presented in Table 12.
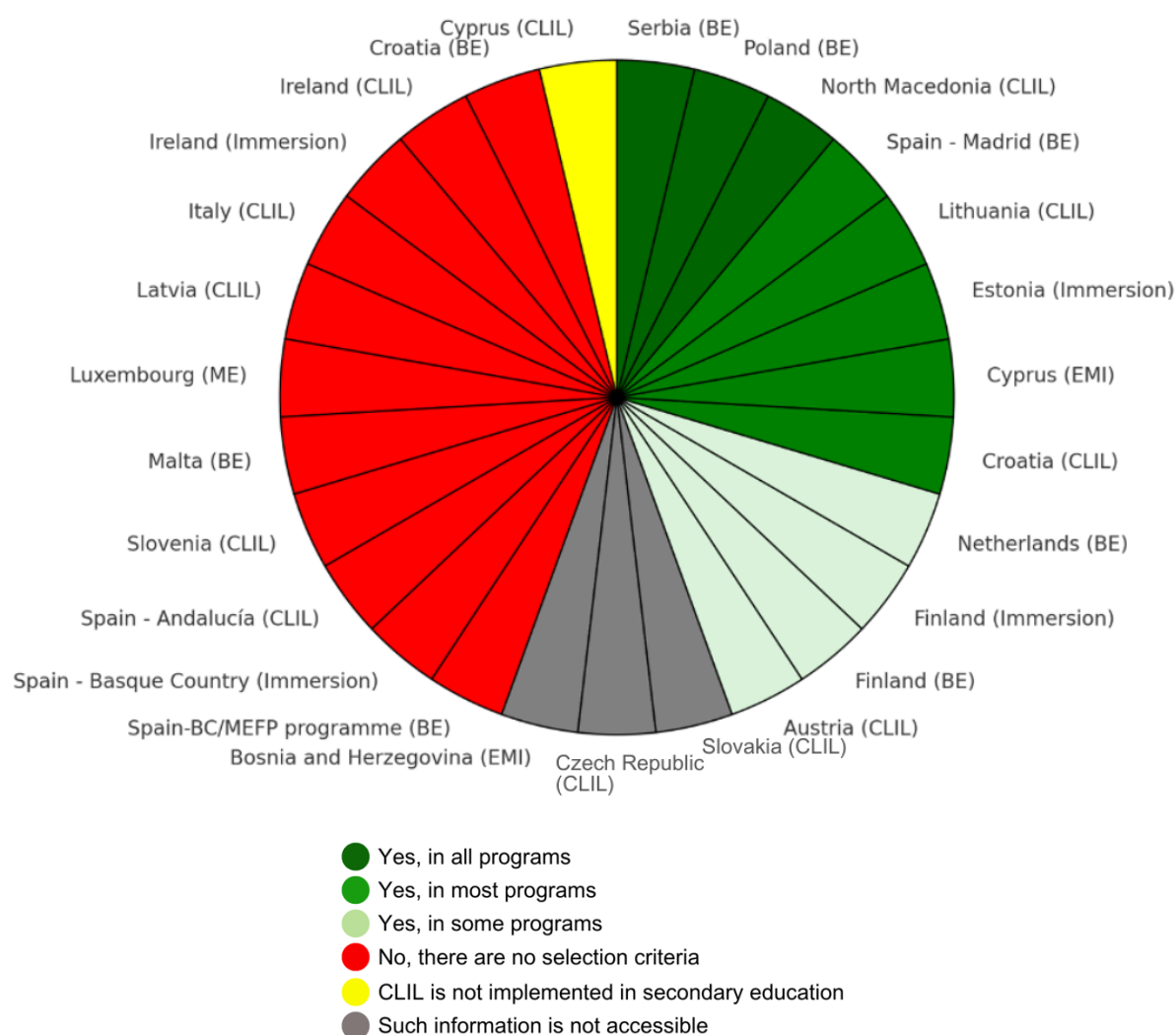
Figure 15. Presence of student selection criteria for CLIL/BE programs in secondary education

Table 12. Student selection criteria for secondary level CLIL/BE programs in countries/regions where selection is practiced

	Austria (CLIL)	• Target language proficiency (based on students' previous school grades in the target language subject and teachers' personal assessment of students' language proficiency) • Personality traits, like openness (as established in interviews)
	Finland (BE)	• Target language proficiency (as assessed by nationally-developed language proficiency tests • Skills in the main language of mainstream schooling
	Finland (Immersion)	• Target language proficiency • Skills in the main language of mainstream schooling • General verbal-linguistic intelligence tests • Aptitude tests • Attending primary school immersion
	Netherlands (BE)	Technically, schools are not allowed to select pupils for bilingual programs based on tests, language proficiency or prior achievement. • In practice, some schools still do select based on standardized test scores at the end of primary, or using language aptitude tests, although there is no official data on this. • Some do ask pupils to demonstrate that they are really motivated for the program, via a letter and/or interview.
	Croatia (CLIL)	There are national rules for selection of the students and schools can apply their additional criteria
	Cyprus (EMI)	• Target language proficiency: B1 (as assessed by international language proficiency tests, nationally-developed language proficiency tests, or in-house language proficiency tests developed by the institution) • Skills in the main language of mainstream schooling • General verbal-linguistic intelligence tests • Aptitude tests
	Estonia (Immersion)	If a student comes from another school, the grade results are one of the criteria usually taken into account to enroll to the immersion schools.
	Lithuania (CLIL)	• Target language proficiency: B1 (as assessed by in-house language proficiency tests developed by the institution or students' previous school grades in the target language subject) • Skills in the main language of mainstream schooling • Aptitude tests
	Spain - Madrid (BE)	• Target language proficiency: A2 (as assessed by international language proficiency tests) • Good academic results in primary education are recommended
	North Macedonia (CLIL)	• Target language proficiency: B1 (as assessed by international language proficiency tests, nationally-developed language proficiency tests, or in-house language proficiency tests developed by the institution)
	Poland (BE)	• Aptitude tests: The tests are in Poland; so, students from poorer families who have lower linguistic skills in L1 or minority students have a lower chance of getting into a BE program
	Serbia (BE)	• Target language proficiency: Officially, level A2 is required, but most grammar schools require B1 level (as assessed by in-house language proficiency tests developed by the institution)

Socioeconomic Level of CLIL/BE Students

> **There is a lack of publicly available data on the SES of CLIL/BE students in most countries/regions studied. Where some documentation or research on SES backgrounds exist, four regions show equal SES representation, while four others indicate a skew towards middle and high SES groups.**

In response to the question on the availability of data on CLIL/BE students' socioeconomic background, 19 out of 27 participants stated either that there is no published/public data on the socioeconomic level of students or that such information is not available (See Figure 16).

As for the remaining eight countries/regions, while four regions demonstrate inclusive CLIL or BE programs accessible to students from all SES levels, there is a tendency in the other four areas for higher representation of middle to high SES groups, suggesting potential disparities in access or participation.

Luxembourg (ME), Andalucía (CLIL), the Basque Country (Immersion), and the British Council/MEFP program report proportional representation across all SES levels. On the other hand, immersion programs in Finland and Ireland have a higher representation of students from middle SES groups. In the BE programs in Finland and Madrid, both high and middle SES students are represented. This may reflect either a higher level of engagement from these socioeconomic groups or possible barriers to access for lower SES groups.
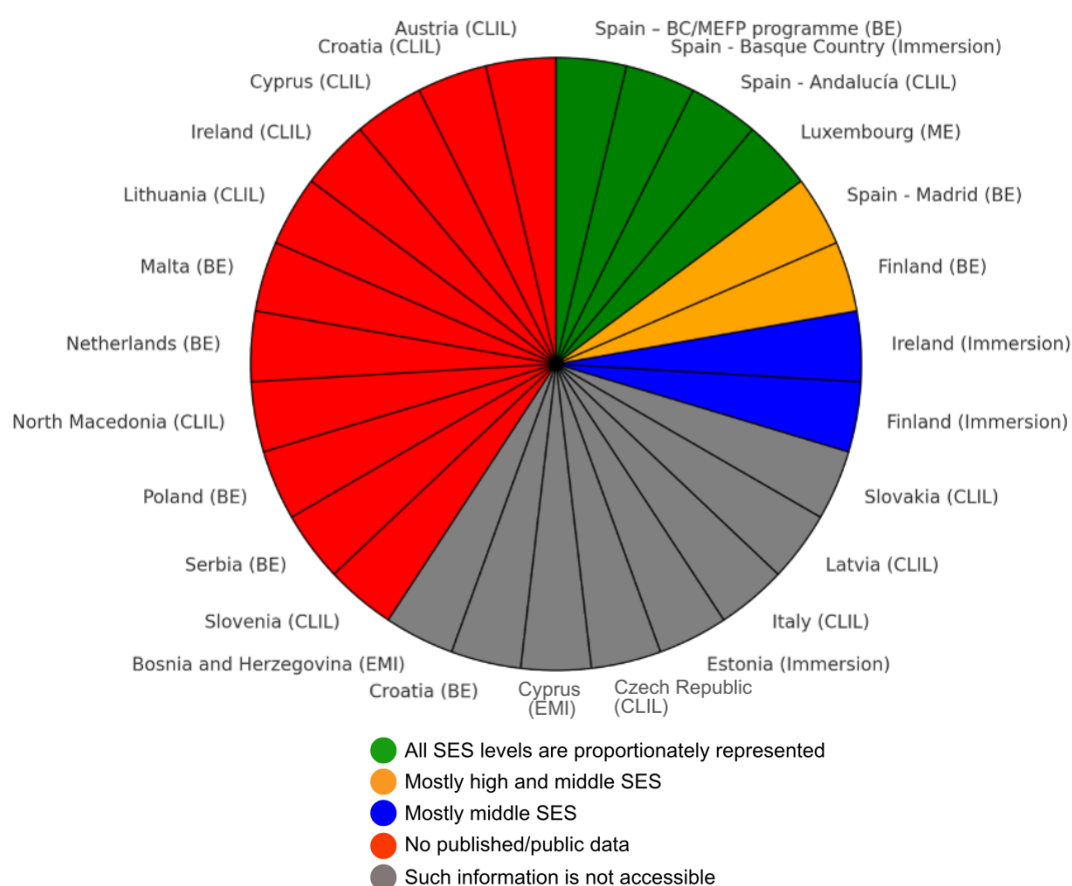
Figure 16. Socioeconomic levels of CLIL/BE students across countries/regions

CLIL/BE Teacher Qualifications in Primary Education

> **The qualifications for teachers in CLIL/BE programs vary by region, with generalist/class teachers commonly responsible for the provision in many countries, and content or language specialists in others, but all are expected to have at least a bachelor's degree in education or their subject area.**
>
> **There is a widespread requirement across regions for CLIL/BE teachers to demonstrate language proficiency in the language of the program, typically through international or nationally-developed tests, with the common proficiency levels required being B2 or C1.**

The qualifications of teachers teaching CLIL/BE/Immersion vary by context and program type, but there are also some common trends.

In many regions, including Austria, Croatia, Estonia, Finland, Ireland, Malta, the Netherlands, and Spain, generalist/class teachers are responsible for delivering these programs. These teachers typically have a bachelor's or master's degree in general education. This probably has to do with the organization of primary education, which typically involves a less clear separation between school subjects and instruction tends to happen in a cross-curricular or thematic manner. In other contexts, such as Bosnia and Herzegovina, Cyprus, Lithuania, and Serbia, content teachers—those who specialize in specific subjects—are the educators in these programs. They usually have at least a bachelor's degree in their subject area. Only in two contexts, Slovakia (CLIL) and Slovenia (CLIL), did the respondents indicate that mostly language teachers are responsible for teaching CLIL classrooms. In the case of Slovenia, where CLIL is by legislation defined as something that needs to be linked to the subject of foreign language, this is hardly surprising. As for Slovakia, while CLIL is offered in both foreign/second language and subject area classes, the teaching of CLIL by a language teacher is more common.

Across all regions where a form of BE is available in primary education, a general requirement is for teachers to have a Bachelor's or a Master's degree in education.

Additionally, there is a widespread expectation for teachers to possess some form of proof of language proficiency in the target language. This is often a certificate of language proficiency, such as TOEFL or IELTS, or a university degree in the target language. The common levels of proficiency required are B2 or C1 according to the CEFR, indicating that usually a high level of proficiency in the language of instruction is required.

Noteworthy variations include Estonia requiring that teachers in Immersion programs be native speakers of Estonian or have a minimum of C1 level, and Italy requiring additional courses (20 ECTS) for in-service CLIL teachers.

Overall, the data on primary teachers' qualifications suggests that in most contexts, there is a high value placed on general teaching qualifications (See Table 13) and a tendency to require additional certification of language skills (See Table 14), reflecting the dual focus on content and language in these programs.

Table 13. Types of qualifications reported for CLIL/BE teachers in primary education

Context	Teachers	Types of Qualifications Reported
Austria (CLIL)	Generalist/Class teachers	B.D. in general education
Bosnia and Herzegovina (EMI)	Mostly content teachers	B.D. in subject teaching
Croatia (BE)	Generalist/Class teachers	M.D. in primary education
Croatia (CLIL)	CLIL is not offered in primary education	
Cyprus (CLIL)	Mostly content teachers	B.D. in general education
Cyprus (EMI)	No response provided	B.D. in language teaching B.D. in subject teaching B.D. in general education M.D. in language teaching M.D. in subject teaching M.D. in general education A specific EMI certification
Czech Republic (CLIL)	Content and language teachers with a similar proportion	Target language proficiency M.A. in general education
Estonia (Immersion)	Generalist/Class teachers	Target language proficiency B.D. in language teaching B.D. in subject teaching B.D. in general education M.D. in language teaching M.D. in subject teaching M.D. in general education A general teaching certification Estonian as L1
Finland (BE)	Generalist/Class teachers	Target language proficiency M.D. in general education A specific BE certification
Finland (Immersion)	Generalist/Class teachers	M.D. in general education Proficiency in immersion language
Ireland (CLIL)	CLIL is not offered in primary education	
Ireland (Immersion)	Generalist/Class teachers	Target language proficiency B.D. in general education M.D. in general education
Italy (CLIL)	Generalist/Class teachers	M.D. in general education Target language proficiency
Latvia (CLIL)	Such information is not accessible	
Lithuania (CLIL)	Content and language teachers with a similar proportion	Target language proficiency B.D. in subject teaching
Luxembourg (ME)	Generalist/Class teachers	B.D. in general education Target language proficiency
Malta (BE)	Generalist/Class teachers	B.D. in general education Target language proficiency
Netherlands (BE)	Generalist/Class teachers	Target language proficiency B.D. in general education
North Macedonia (CLIL)	Mostly dual-qualified teachers	Target language proficiency B.D. in subject teaching
Poland (BE)	Content and language teachers with a similar proportion	For content teachers, a university degree in subject teaching + B2 Target language

		proficiency (although proficiency is not always checked) For language teachers, often M.D. in English philology
Serbia (BE)	Mostly content teachers	Target language proficiency M.D. in subject teaching
Slovakia (CLIL)	Mostly language teachers	M.D. in language teaching M.D. in subject teaching M.D. in general education
Slovenia (CLIL)	Mostly language teachers	B.D. in language teaching M.D. in language teaching
Spain - Andalucía (CLIL)	Generalist/Class teachers	Target language proficiency B.D. in general education
Spain - Basque Country (Immersion)	Generalist/Class teachers	Target language proficiency B.D. in general education
Spain - Madrid (BE)	Generalist/Class teachers	Target language proficiency B.D. in language teaching B.D. in subject teaching B.D. in general education
Spain-British Council/MEFP program (BE)	Generalist/Class teachers	Target language proficiency B.D. in general education

Note. B.D. = Bachelor's Degree; M.D = Master's Degree.

Table 14. Language proficiency requirements reported for CLIL/BE teachers in primary education

	LC	How is language proficiency assessed?	CEFR
Austria (CLIL)	🔴		
Bosnia and Herzegovina (EMI)	INA		
Croatia (BE)	🟢		
Croatia (CLIL)	CLIL is not offered in primary education		
Cyprus (CLIL)	🔴		
Cyprus (EMI)	🟢		
Czech Republic (CLIL)	🟢	IntPT NPT UD	C1
Estonia (Immersion)	🟢	NPT UD	C1 or Estonian as L1
Finland (BE)	🟢	UD: Teacher education abroad in the target language; at minimum 80 ECTS university studies through the target language	C1
Finland (Immersion)	🟢	IntPT NPT UD: A minimum 60 ECTS language studies in the immersion language or teacher training abroad through the medium of the immersion language or at minimum 80 ECTS university studies through the medium of the immersion language	C1
Ireland (CLIL)	CLIL is not offered in primary education		
Ireland (Immersion)	🟢	NPT	B2
Italy (CLIL)	🟢	20 ECTS courses	B2
Latvia (CLIL)	INA		
Lithuania (CLIL)	🟢	IntPT NPT	B2
Luxembourg (ME)	🟢	InHPT	
Malta (BE)	🟢	UD	
Netherlands (BE)	🟢	IntPT	C1 (reading, listening & speaking); B2 (writing)
North Macedonia (CLIL)	🟢	IntPT NPT	B2
Poland (BE)	🟢	IntPT	B2
Serbia (BE)	🟢	IntPT NPT	B2
Slovakia (CLIL)	🟢	NPT UD	B1
Slovenia (CLIL)	🔴		
Spain - Andalucía (CLIL)	🟢	IntPT NPT	B2
Spain - Basque Country (Immersion)	🟢	NPT UD	C1
Spain - Madrid (BE)	🟢	IntPT NPT	C1
Spain - BC/MEFP program (BE)	🟢	IntPT NPT	C1

Note. LC = Is language certificate required from teachers?; 🟢= Yes; 🔴= No; INA = Such information is not accessible; IntPT = International language proficiency tests; NPT = Nationally-developed language proficiency tests; UD = University degree in the target language; InHPT = In-house language proficiency tests developed by the institution

CLIL/BE Teacher Qualifications in Secondary Education

> **In secondary education CLIL/BE programs, while content teachers primarily lead instruction, some regions like Ireland, Slovakia, and Slovenia employ approaches involving both content and language teachers.**
>
> **Secondary education teachers in CLIL/BE programs are generally expected to have advanced degrees (often a Master's), with qualifications and enforcement of standards varying by country/region.**
>
> **The importance of language proficiency in the target language is a consistent requirement across almost all countries/regions, with international certifications or national tests commonly accepted and proficiency levels usually set at B2 or C1.**

The qualifications of secondary education teachers in different types of BE programs exhibit both common trends and region-specific characteristics.

The background of teaching staff varies across contexts. In many areas, content teachers are the main educators, unlike in primary education, where usually generalist/class teachers hold the responsibility. On the other hand, some contexts, such as Ireland and Slovakia, maintain a balance between content and language teachers, and in Slovenia a co-teaching approach by language and content/generalist teachers is employed.

Teachers within these programs are often required to hold advanced degrees (See Table 15). Master's degree either in general education, language teaching, or subject teaching is a common requirement across many contexts. This reflects a high educational standard for teachers involved in such programs. Yet, some contexts also exhibit flexibility. For example, the expected qualifications in Estonia include native language proficiency as a qualification and there is some flexibility regarding the timing of achieving a Master's degree, as teachers can be employed before receiving a M.A. degree.

A prominent feature across almost all regions is the requirement for teachers to demonstrate language proficiency in the target language (See Table 16). International language proficiency certifications are widely recognized, but nationally developed language tests are also common. The benchmark is typically set either at the B2 or C1 level, except for Cyprus (EMI), where C2 is expected. This points to the importance attached to teachers not only being competent in their subject matter but also communicating that knowledge effectively in the language of instruction.

The verification of language skills varies. Many regions have checks in place. However, in Poland, for example, in practice, a lenient approach is taken and language skills may not be confirmed. In the Netherlands, on the other hand, a language certificate is a requirement, but it is not a prerequisite for beginning to teach in BE. Many teachers acquire their language qualifications as part of their ongoing professional development. Additionally, although B2 is required according to the national BE standards, in practice, the majority of schools in the Netherlands require teachers to achieve at least C1 level. These practices show that there is variability in the enforcement of language proficiency standards.

Table 15. Types of qualifications reported for CLIL/BE teachers in secondary education

Context	Teachers	Types of Qualifications Reported
Austria (CLIL)	Mostly content teachers	M.D. in subject teaching
Bosnia and Herzegovina (EMI)	Mostly content teachers	B.D. in subject teaching
Croatia (BE)	Different teachers teach different subjects in a minority OR Croatian language	M.D. in language teaching, M.D. in subject teaching
Croatia (CLIL)	Mostly content teachers	M.D. in subject teaching
Cyprus (CLIL)	CLIL is offered in secondary education	
Cyprus (EMI)	Content and language teachers with a similar proportion	Target language proficiency B.D. in language teaching B.D. in subject teaching B.D. in general education M.D. in language teaching M.D. in subject teaching M.D. in general education
Czech Republic (CLIL)	Content and language teachers with a similar proportion	Target language proficiency M.D. in language teaching M.D. in subject teaching
Estonia (Immersion)	Content and language teachers with a similar proportion	Target language proficiency B.D. in language teaching B.D. in subject teaching B.D. in general education M.D. in language teaching M.D. in subject teaching M.D. in general education A general teaching certification Estonian as L1 also may apply as a proof of being enrolled on a position. The MA degree is preferred, but many teachers also enroll in teaching while being still at university.
Finland (BE)	Mostly content teachers	Target language proficiency M.D. in subject teaching A specific certification Teacher education abroad in the target language; 80 ECT of tertiary education study point form studying through the target language
Finland (Immersion)	Mostly content teachers	M.D. in subject teaching Demonstrated immersion language proficiency
Ireland (CLIL)	It is mostly language teachers; however, in Ireland, teachers usually teach 2 subjects, which may not be two languages. Some teachers may teach French and Geography for example so technically they could teach	B.D. in general education M.D. in general education

	Geographically oriented learning through French.	
Ireland (Immersion)	Mostly content teachers	Target language proficiency M.D. in general education
Italy (CLIL)	Mostly content teachers	Target language proficiency M.D. in subject teaching
Latvia (CLIL)	Such information is not accessible	
Lithuania (CLIL)	Content and language teachers with a similar proportion	Target language proficiency B.D. in subject teaching M.D. in subject teaching
Luxembourg (ME)	Mostly language teachers	M.D. in language teaching M.D. in subject teaching
Malta (BE)	Content and language teachers with a similar proportion	B.D. in subject teaching
Netherlands (BE)	Mostly content teachers	Target language proficiency, B.D. in subject teaching
North Macedonia (CLIL)	Mostly dual-qualified teachers	Target language proficiency B.D. in subject teaching
Poland (BE)	Content and language teachers with a similar proportion	M.D. in language teaching M.D. in subject teaching,
Serbia (BE)	Mostly content teachers	Target language proficiency M.D. in subject teaching
Slovakia (CLIL)	Content and language teachers with a similar proportion	M.D. in language teaching M.D. in subject teaching M.D. in general education
Slovenia (CLIL)	Co-teaching by language and content/generalist teachers	Target language proficiency B.D. in language teaching B.D. in subject teaching B.D. in general education M.D. in language teaching M.D. in subject teaching
Spain - Andalucía (CLIL)	Mostly content teachers	Target language proficiency B.D. in subject teaching M.D. in subject teaching,
Spain - Basque Country (Immersion)	All teachers except for Spanish/FL	Target language proficiency B.D. in language teaching B.D. in subject teaching M.D. in general education
Spain - Madrid (BE)	Mostly content teachers	Target language proficiency B.D. in subject teaching M.D. in subject teaching
Spain-British Council/MEFP program (BE)	Content and language teachers with a similar proportion	Target language proficiency B.D. in language teaching B.D. in subject teaching M.D. in language teaching M.D. in subject teaching

Note. B.D. = Bachelor's Degree; M.D = Master's Degree.

Table 16. Language proficiency requirements reported for CLIL/BE teachers in secondary education

	LC	How is language proficiency assessed?	CEFR
Austria (CLIL)	🔴		
Bosnia and Herzegovina (EMI)	INA		
Croatia (BE)	INA		
Croatia (CLIL)	INA		
Cyprus (CLIL)	CLIL is offered in secondary education		
Cyprus (EMI)	🟢	IntPT	C2
Czech Republic (CLIL)	🟢	IntPT NPT UD	C1
Estonia (Immersion)	🟢	NPT UD	C1 or Estonian as L1
Finland (BE)	🟢	NPT UD: Teacher education abroad in the target language; 80 ECTS university studies through the target language	C1
Finland (Immersion)	🟢	IntPT NPT UD: at minimum 60 ECTS language studies in the immersion language or teacher training abroad through the medium of the immersion language or at minimum 80 ECTS university studies through the medium of the immersion language	C1
Ireland (CLIL)	🔴		
Ireland (Immersion)	🟢	NPT	B2
Italy (CLIL)	🟢	IntPT	C1
Latvia (CLIL)			
Lithuania (CLIL)	🟢	IntPT NPT	B2
Luxembourg (ME)	🟢	UD	
Malta (BE)	🟢	NPT UD	C1
Netherlands (BE)	🟢	IntPT, UD	B2*
North Macedonia (CLIL)	🟢	IntPT NPT	B2
Poland (BE)	🟢	IntPT	B2
Serbia (BE)	🟢	IntPT NPT	B2
Slovakia (CLIL)	🟢	NPT UD	B2
Slovenia (CLIL)	🔴		
Spain - Andalucía (CLIL)	🟢	IntPT NPT	B2
Spain - Basque Country (Immersion)	🟢	NPT UD	C1
Spain - Madrid (BE)	🟢	IntPT NPT	C1
Spain - BC/MEFP program (BE)	🟢	IntPT NPT	C1

Note. LC = Is language certificate required from teachers?; 🟢= Yes; 🔴= No; INA = Such information is not accessible; IntPT = International language proficiency tests; NPT = Nationally-developed language proficiency tests; UD = University degree in the target language; InHPT = In-house language proficiency tests developed by the institution; *B2 is required according to the national BE standards. In practice, however, the majority of schools require teachers to achieve at least C1 level.

Professional Development for Pre-Service CLIL/BE Teachers

Pre-service teacher training for CLIL/BE across Europe commonly includes specialized courses and thematic seminars within broader education programs to enhance methodological competencies for CLIL/BE.

There are differences among countries in the availability of specialized degree programs (with only some countries offering comprehensive degree programs that specifically target CLIL/BE) and the emphasis on language proficiency development within pre-service training.

As shown in Table 17, in terms of the structure and focus of pre-service teacher training for different types of BE programs have several commonalities, but also specific contextual differences.

Table 17. Professional development opportunities for pre-service CLIL/BE teachers

	TYPE				FOCUS	
	SP	SC	SA	TS	MC	LP
Austria (CLIL)	🔴	🟢	🟢	🟢	🟢	🔴
Bosnia and Herzegovina (EMI)	INA					
Croatia (BE)	INA					
Croatia (CLIL)	INA					
Cyprus (CLIL)	🔴	🔴	🟢	🟢	🟢	🔴
Cyprus (EMI)	🟢	🟢	🟢	🟢	INA	
Czech Republic (CLIL)	🔴	🟢	🔴	🟢	🟢	🟢
Estonia (Immersion)	🔴	🟢	🟢	🟢	🟢	🟢
Finland (BE)	🟢	🟢	🟢	🔴	🟢	🟢
Finland (Immersion)	🟢	🟢	🟢	🟢	🟢	🟢
Ireland (CLIL)	🔴	🔴	🔴	🟢	🟢	🔴
Ireland (Immersion)	🔴	🔴	🟢	🟢	🟢	🔴
Italy (CLIL)	🔴		🔴	🔴	🟢	🟢
Latvia (CLIL)	INA					
Lithuania (CLIL)	🔴	🔴	🟢	🟢	🟢	🟢
Malta (BE)	🔴	🟢	🔴	🔴	🟢	🔴
Netherlands (BE)	🟢	🟢	🔴	🟢	🟢	🟢
North Macedonia (CLIL)	🔴	🔴	🔴	🔴	🔴	🔴
Poland (BE)	🔴	🔴	🟢	🟢	🔴	🟢
Serbia (BE)	🔴	🔴	🔴	🔴	🔴	🔴
Slovakia (CLIL)	🔴	🟢	🟢	🟢	🟢	🔴
Slovenia (CLIL)	🔴	🟢	🔴	🟢	🟢	🔴
Spain - Andalucía (CLIL)	🟢	🟢	🟢	🟢	🟢	🟢
Spain - Basque Country (Immersion)	🟢	🟢	🔴	🟢	🟢	🟢
Spain - Madrid (BE)	🟢	🟢	🟢	🟢	🟢	🔴
Spain - BC/MEFP program (BE)	🟢	🟢	🟢	🟢	🟢	🔴
	8	15	12	16	18	10

Note. SP = Specialized degree or teacher preparation program (e.g. degree in bilingual teaching); SC = Specialized courses as part of a larger program (e.g. module in bilingual teaching within teaching degree); SA = Stand-alone courses that are not part of a larger program; TS = Thematic seminars (e.g. guest speakers, one-off seminars on specific topics); MC = Developing pre-service teachers' methodological competence for immersion; LP = Developing pre-service teachers' target language proficiency.
Luxembourg (ME) did not respond to this question.

A common thread throughout many European countries is the implementation of specialized courses within broader teacher education programs. This approach, which usually aims to foster methodological competencies for bilingual or multilingual teaching, is observed in several countries. The use of thematic seminars is another widespread practice. These seminars featuring guest speakers are a popular means of delivering targeted professional development. Moreover, the provision of stand-alone courses suggests the availability of courses that cater to the needs of pre-service teachers who may seek to enhance BE-related skills without enrolling in a full program.

A noteworthy disparity lies in the availability of specialized degree programs. While in some countries, such as Spain and Finland, comprehensive degree programs dedicated to bilingual and multilingual education exist, this is not a common practice, as it is reported in around one third of the reported contexts.

Another area of difference is the emphasis on language proficiency development. Several (albeit still less than half of the) countries/regions explicitly incorporate language development into their pre-service teacher training programs. Conversely, in other countries developing pre-service teachers' target language proficiency does not emerge as an aim of training efforts.

International collaboration in teacher training, as exemplified by Slovakia's use of Erasmus teacher training, presents an engagement with global educational communities that is not uniformly echoed elsewhere. This sets an example for cross-border educational initiatives to influence domestic practices.

Professional Development for In-Service CLIL/BE Teachers

In-service teacher training for CLIL/BE is characterized by stand-alone courses and thematic seminars, with these programs being variably accessible across different regions.

While methodological competence is a common focus, about 40% of countries/regions also target language proficiency in their CLIL/BE in-service teacher training. Exceptional practices include specialized degree programs in Estonia and Spain, and alternative support strategies like provision of online resources in Finland.

As shown in Table 18, across the European educational landscape, in-service teacher training for CLIL/ BE/Immersion exhibits a spectrum of opportunities, each with a focus on enhancing language proficiency and methodological competences. Despite the lack of accessible information in some regions, the data allows to provide a portrait of common approaches and unique practices.

Stand-alone courses are a widespread form of professional development, providing in-service teachers with targeted training without requiring enrollment in a comprehensive program. This approach is utilized in Austria, Cyprus, Estonia, Finland, Malta, the Netherlands, North Macedonia, and Spain, among others. Thematic seminars are another common method of training. They are a preferred format for delivering concise, up-to-date educational content across many countries.

While the development of methodological competence for CLIL and BE is a clear priority in most regions, developing in-service teachers' target language proficiency emerge as a target of in-service training in around 40% of the countries/regions.

There are a number of cases that present exceptional practices. For example, the responses show that specialized degree programs for in-service teachers are available in only two countries (Estonia and Spain). Finland's provision of support via the Finnish National Agency for Education, which offers resources such as web pages dedicated to BE, including materials and videos from funded development projects, exemplify an alternative support strategy that supplements formal training. In Andalucía, the pursuit of further qualifications such as master's degrees is often a personal choice rather than a state-sponsored initiative, which indicates a reliance on teachers' individual motivations for professional growth.

Table 18. Professional development opportunities for in-service CLIL/BE teachers

	TYPE				FOCUS	
	SP	SC	SA	TS	MC	LP
Austria (CLIL)	🔴	🔴	🟢	🟢	🟢	🟢
Bosnia and Herzegovina (EMI)	INA					
Croatia (BE)	🔴	🔴	🔴	🟢	INA	
Croatia (CLIL)	INA					
Cyprus (CLIL)	🔴	🔴	🟢	🟢	🟢	🔴
Cyprus (EMI)	🔴	🔴	🔴	🟢	🟢	🟢
Czech Republic (CLIL)	🔴	🔴	🟢	🟢	🟢	🟢
Estonia (Immersion)	🟢	🟢	🟢	🟢	🟢	🔴
Finland (BE)	🔴	🔴	🟢	🟢	🟢	🔴
Finland (Immersion)	🔴	🔴	🟢	🟢	🟢	🟢
Ireland (CLIL)	🔴	🔴	🟢	🟢	🟢	🔴
Ireland (Immersion)	🔴	🔴	🔴	🟢	🟢	🟢
Italy (CLIL)	🔴		🔴	🟢	🟢	🟢
Latvia (CLIL)	INA					
Lithuania (CLIL)	🔴	🟢	🟢	🟢	🟢	🟢
Luxembourg (ME)	🔴	🔴	🔴	🟢	🟢	🔴
Malta (BE)	🔴		🟢	🟢	🟢	🔴
Netherlands (BE)	🔴	🔴	🟢	🟢	🟢	🟢
North Macedonia (CLIL)	🔴	🔴	🟢	🟢	🔴	🟢
Poland (BE)	🔴	🔴	🟢	🟢	🟢	🟢
Serbia (BE)	🔴	🔴	🔴	🟢	🟢	🔴
Slovakia (CLIL)	🔴	🟢	🔴	🟢	🟢	🔴
Slovenia (CLIL)	🔴	🔴	🔴	🟢	🟢	🟢
Spain - Andalucía (CLIL)	🔴	🟢	🟢	🟢	🟢	🟢
Spain - Basque Country (Immersion)	🔴	🔴	🟢	🟢	🟢	🟢
Spain - Madrid (BE)	🟢	🟢	🟢	🟢	🟢	🔴
Spain - BC/MEFP program (BE)	🔴	🔴	🟢	🟢	🟢	🔴
	2	6	16	23	22	11

Note. SP = Specialized degree or teacher preparation program (e.g. degree in bilingual teaching); SC = Specialized courses as part of a larger program (e.g. module in bilingual teaching within teaching degree); SA = Stand-alone courses that are not part of a larger program; TS = Thematic seminars (e.g. guest speakers, one-off seminars on specific topics); MC = Developing pre-service teachers' methodological competence for immersion; LP = Developing pre-service teachers' target language proficiency.

Challenges Reported Regarding the Implementation of CLIL/BE

> **The primary challenges reported regarding the implementation of CLIL/BE programs include developing appropriate pedagogic materials that integrate content and language, fostering collaboration between content and language teachers, recruiting qualified teachers with both subject matter expertise and language proficiency, accommodating diverse student needs, and assessing students' learning effectively.**
>
> **Less challenging aspects for these programs include maintaining student motivation, gaining community and leadership support, and communicating program availability.**

The participants were provided with factors that according to existing research may pose challenges for the teaching of content through an additional/foreign language. They were asked to rate the level of challenge each factor posed within their context using the following scale:
- Not challenging
- Somewhat challenging
- Challenging
- Very challenging

The participant reporting on Croatia (CLIL) did not respond to this question. Responses from 26 contexts are reported for this item. These contexts include: Austria (CLIL), Bosnia and Herzegovina (EMI), Croatia (BE), Cyprus (CLIL), Cyprus (EMI), Czech Republic (CLIL), Estonia (3 regions: Harjumaa, Ida-Virumaa, Tartumaa) (Immersion), Finland (BE), Finland (Immersion), Ireland (CLIL), Ireland (Immersion), Italy (CLIL), Latvia (CLIL), Lithuania (CLIL), Luxembourg (ME), Malta (BE), Netherlands (BE), North Macedonia (CLIL), Poland (BE), Serbia (BE), Slovakia (CLIL) Slovenia (CLIL), Spain - Andalucía (CLIL), Spain - the Basque Country (Immersion), Spain - Madrid (BE), Spain - British Council/MEFP program (BE).

To quantify which dimensions of CLIL/BE/Immersion provision are perceived to pose more challenges across the participating contexts, the responses were given the following numbers and the average score for each factor was calculated across the 26 contexts.

- Not challenging: 0
- Somewhat challenging: 1
- Challenging: 2
- Very challenging: 3

The average scores obtained are presented in Table 19. As the assessed levels of challenge are by individual expert respondents for each context, they should be treated as such rather than as generalizable findings.

Table 19. The level of challenge reported regarding the implementation of CLIL/BE

Dimension	Average level of perceived challenge
Developing appropriate materials	2.00
Maintaining collaboration between content and language teachers	1.96
Establishing collaboration between content and language teachers	1.92
Finding qualified teachers	1.92
Accommodating students' diversity (e.g., cultural, linguistic, academic)	1.88
Assessing students' learning	1.85
Providing effective incentives for teachers	1.85
Finding appropriate materials	1.81
Accessing guidance and training	1.73
Maintaining teacher motivation and interest	1.54
Obtaining funding	1.54
Getting support from national bodies/policymakers	1.50
Maintaining student motivation and interest	1.38
Getting community support (e.g., local government, municipality)	1.16
Getting support from school leadership (e.g. administrators)	1.15
Communicating program availability to the general public	1.08
Getting support from parents	0.88

At the forefront of the challenges is the development of appropriate materials, which emerged as the most significant one with an average perceived challenge score of 2.00. In CLIL/BE/Immersion programs, the dual focus on content and language acquisition demands a unique set of pedagogic tools and strategies. This finding points to a need within the educational sector for resources as well as support aimed at improving stakeholder competence in developing materials that effectively integrate content and language.

Another significant area of concern is the collaboration between content and language teachers, with *maintaining* and *establishing* such collaborations receiving average scores of 1.96 and 1.92, respectively. Given the importance of collaboration for the success of these programs, efforts need to be directed at initiatives that promote dialogue and joint work among content teachers and language teachers by creating space for building professional relationships and open lines of communication.

Also notable is the challenge of finding qualified teachers to teach CLIL/BE/Immersion. This reflects the difficulty in sourcing educators who possess both subject matter expertise and proficiency in the target language. This has implications for teacher training. When considered along with the level of challenge reported for 'providing effective incentives for teachers', the findings indicate the need for targeted teacher education programs and attractive incentives to draw and retain teachers in CLIL/BE/Immersion programs.

The responses also point to the challenge of accommodating students' diversity, including cultural, linguistic, and academic needs, which received an average score of 1.88. This suggests that CLIL/BE/Immersion programs must employ flexible and inclusive strategies to cater to the varied backgrounds and abilities of their students. Similarly, assessing students' learning emerges as an ongoing challenge, with a score of 1.85. This highlights the value of recent and future research efforts aimed at producing insights into effective integrated assessment practices that combine content and language.

On the other end of the spectrum are areas that are perceived as less challenging, such as maintaining student motivation and interest, gaining community support, and securing backing from school leadership. Communicating program availability to the general public and obtaining support from parents are viewed as the least challenging aspects, with scores of 1.08 and 0.88 respectively.

PART B: COUNTRY SPECIFIC REPORTS

Part A of the report has provided an overview of different aspects of CLIL/BE provision across countries/regions involved in CLILNetLE to present commonalities and differences in the conceptualization and implementation of such programs. Part B, on the other hand, provides country/region-specific reports that present a snapshot of the CLIL/BE provision in each.

CLIL refers to programs where content is taught through a foreign/additional/minority language, with the dual purpose of teaching both content and the target language. However, given that the labels used to refer to the teaching of school subjects through foreign/additional/minority languages may vary across countries/regions, the questionnaire first asked CLIL experts to identify such labels that are used in their country/region and explain how they are differentiated. Therefore, in each report, the first part introduces the labels used, and the distinctions between them if the respondent provided information on how they are differentiated in case more than one label exists.

The respondents also specify the type of educational provision about which they provide information. For example, in the case of Austria, the report provides information on CLIL, and in the case of Finland, on both CLIL and BE, as the responses for Finland included these two different types of provision.

The country/region-specific reports provide information on several aspects of CLIL/BE provision, including:
- Policy, curriculum and implementation: The inclusion of CLIL and BE in national curricula, variations in implementation, and the subjects most commonly taught through these approaches.
- Rationale for the implementation of CLIL/BE: The motivations behind the provision of CLIL/BE.
- Languages used: The types of languages of instruction (foreign, regional, or minority languages.) and the more commonly used languages in CLIL/BE programs,
- Teacher and student profiles: Requirements for teachers, including qualifications and language proficiency, and the selection criteria and profiles of students participating in these programs.
- Factors affecting implementation: Key challenges encountered in the implementation of CLIL/BE.

However, given the variations in the amount of detail provided by the country/region representatives, some reports are more detailed than others.

Austria (CLIL)

In Austria, several labels are used to refer to the teaching of content through a foreign/additional language, including CLIL, BE, bilingual schooling, dual-language program, and others. The labels used in different levels of schooling in Austria are presented in Table 20.

Table 20. Information on the different labels used in Austria to refer to the teaching of content through a foreign/additional language

Level	Information on the different labels used
Pre-primary education	There is no practice of teaching school subjects through foreign or additional languages at the pre-primary level. However, in reference to this type of education, the label BE is used.
Primary education:	At the primary level, the labels CLIL, BE and 'Englisch als Arbeitssprache / English as a working language' are used to refer to the teaching of content through an additional language. The Austrian national curriculum includes the integration of English into general subject teaching for approximately one hour per week. However, the implementation varies, with some teachers integrating English more extensively than others. The English curriculum is under revision, which may result in English being established as a separate school subject. Some regional education authorities have set up a limited number of schools with dual language programs in German and English. The term CLIL is sometimes used in online presentations by schools to describe their language education approach.
Secondary education:	The terms bilingual schooling, dual-language program or CLIL are used. The official program known as Vienna Bilingual Schooling follows a dual-language model, while other forms can be categorized as CLIL, i.e., certain subjects are taught in the CLIL language for certain amounts of time. While English is the primary CLIL language, there are exceptional cases where subjects are taught in Italian, Spanish, and French.
Tertiary education	Most institutions offer programs entirely in English. These programs are not typically labeled with any specific designation but are described as being "in English."

CLIL in Austria

In Austria, the General Education Act permits using non-German languages as mediums of instruction in certain cases. There are policy documents on CLIL that provide specific definitions. According to the Vocational Training Act (*Berufsausbildungsgesetz*, BAG), for upper secondary colleges for crafts and technology (HTL) schools, "CLIL stands for the use of a foreign language for teaching content and language integratively outside the foreign language lesson, including elements of foreign language teaching methodology". For upper secondary schools and colleges of business and economics (HAK/HAS), CLIL is defined as "an approach for learning content through an additional language (foreign or second), thus teaching both the subject and the language" (HAK/HAS Competence Center, 2020).

CLIL in Austria is characterized by a multi-level governance structure in that it is regulated at the national, regional, and school levels. Official guidance comes from national curricular documents and regional and school-internal policy guidelines. This indicates that policies

provide space for adaptations and specific implementations that cater to local needs and circumstances, and grant individual schools a degree of autonomy, allowing them to tailor their programs to their specific needs. This autonomy is reflected in CLIL course materials, as the resources used in CLIL classrooms are either created from scratch by teachers or are adapted by them based on resources from publishers aimed at non-CLIL.

CLIL is available to about half of all students, which indicates a significant presence and situates CLIL as a substantial component of the Austrian educational landscape. This widespread presence is also manifested through the availability of CLIL provision in both academically-oriented and practically-oriented programs at the secondary level. Similarly, the range of subjects that can be taught in the CLIL target language is broad. CLIL can be applied to all subjects, with the exception of English as a Foreign Language and German as a First Language.

While policy documents on CLIL in Austria do not promote a specific approach, at the primary level, CLIL is usually offered in a cross-curricular or thematic way, and at the secondary level, in subject area classes.

To get an overall view on which subjects tend to be taught through CLIL in different countries, the respondents were asked to estimate, based on a list of subjects provided, the frequency of these subjects within CLIL provision. The responses for the primary level suggest that CLIL provision is typically implemented in target language classrooms, and it is also common in Music lessons. Occasionally, subjects like Social Studies, Natural Science, Physical Education, Art, and Health and Wellbeing may also be taught through CLIL. On the other hand, Mathematics/Numeracy and Religion/Ethics were deemed as subjects not typically taught through CLIL at the primary level.

As regards secondary education, CLIL provision no longer occurs in target language classes. Instead, it is typically implemented in subject areas such as Social Studies (e.g., History, Geography, and Civics) and Technology. Other subjects, including Music, Natural Science, Physical Education, Art, Mathematics, and Humanities, may also sometimes be taught through CLIL.

As for the languages through which CLIL is provided, the primary target language for CLIL is foreign, rather than regional or minority, languages. English, being a global lingua franca, takes precedence in CLIL programs, yet CLIL is also offered through Romance languages in a few schools. Irrespective of the target CLIL language, the general curriculum for academic secondary schools specifies that CLIL implementation must ensure that learners acquire subject-specific language in German as well. On the other hand, policies and guidelines do not provide specific suggestions on the use of monolingual versus multilingual practices within CLIL classrooms.

While CLIL is obviously perceived as a method for enhancing students' proficiency in the target language, the rationale for CLIL implementation in Austria is multi-faceted. CLIL is recognized for its contribution to internationalization, career preparedness, and discipline-specific knowledge. Specifically, the questionnaire revealed four key motivations behind the implementation of CLIL in Austria:

- promoting proficiency in the target language,
- fostering internationalization,
- increasing employability,
- enhancing disciplinary literacy in another language.

CLIL Student Profiles

In terms of student profiles, in primary education, there are no selection criteria for students to access CLIL programs. This suggests an open and inclusive approach to CLIL where students are allowed to participate regardless of their background or language skills. In contrast, access to CLIL provision in secondary education involves some selection criteria. These include students' proficiency in the target language and certain personality traits, such as openness, assessed during interviews. The assessment of language proficiency is based on students' previous school grades in the target language and teachers' personal assessment. However, specific information about the minimum required CEFR level is not available.

As for CLIL students' socioeconomic background, the respondents stated that there is no existing published and accessible data, indicating a need for research in this regard.

CLIL Teacher Profiles

In Austria, primary education CLIL subjects are taught by generalist or class teachers who are required to have a bachelor's degree in general education. In contrast, secondary education CLIL subjects are taught mostly by content teachers, who must possess a master's degree in subject teaching. There is no minimum language proficiency requirement for either primary or secondary level CLIL teachers. This structure indicates a focus on content expertise in both educational stages.

Pre-service teachers preparing for CLIL have access to specialized courses within larger teaching degree programs, stand-alone courses, and thematic seminars. These educational opportunities focus on developing their methodological competence for CLIL. For in-service teachers, on the other hand, the professional development opportunities include stand-alone courses and thematic seminars, which are aimed at enhancing both their target language proficiency and methodological competence for CLIL.

Factors affecting CLIL Provision

The questionnaire additionally asked CLIL experts to assess the degree of challenge associated with various factors which research suggests may present challenges in the implementation of CLIL. Table 21 shows the results for Austria.

The implementation of CLIL programs faces varying degrees of challenges. While policy and administration support, as well as community and stakeholder engagement, including student involvement, are perceived as relatively straightforward, significant difficulties arise in other areas.

One of the primary challenges lies in teacher development and support. There seems to be a lack of incentives, guidance, and training for CLIL teachers, indicating a critical need for a more structured and supportive framework. Another significant challenge is the scarcity of suitable materials for CLIL. The difficulty in sourcing and creating appropriate resources points to a gap in ready-to-use materials specifically tailored for CLIL, which suggests a need for dedicated efforts from relevant governmental bodies and publishers towards more specialized content creation. Moreover, establishing and maintaining collaboration between content and language teachers is identified as 'Very Challenging'. Given the importance of such collaboration for facilitating learning outcomes in terms of disciplinary literacy, targeted policies and practices need to be developed and implemented to facilitate, enable, and encourage effective communication and collaboration between content and language teachers.

Table 21. Levels of challenge reported regarding the implementation of CLIL in Austria

Category	Factors Affecting CLIL Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	🟢
	Getting support from school leadership (e.g., administrators)	🟡
Community and Stakeholder Engagement	Getting support from parents	🟢
	Getting community support (e.g., local government, municipality)	🟡
	Communicating the availability of CLIL provision to the public	🟢
Student Engagement and Diversity	Maintaining student motivation and interest in CLIL	🟡
	Accommodating CLIL students' diversity (e.g., cultural, linguistic, academic)	🟡
Assessment	Assessing students' learning within CLIL provision	🟡
Acquisition of Funding	Obtaining funding for CLIL provision	🟡
Teacher Development and Support	Finding teachers qualified to teach CLIL	🟡
	Maintaining teacher motivation and interest in CLIL	🔴
	Providing effective incentives for CLIL teachers	⚫
	Accessing guidance and training on CLIL implementation	⚫
Material Development	Finding appropriate CLIL materials	🔴
	Developing appropriate CLIL materials	⚫
Collaboration and Teamwork	Establishing collaboration between content and language teachers	⚫
	Maintaining collaboration between content and language teachers	⚫

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ⚫ Very Challenging

Bosnia and Herzegovina (EMI)

In Bosnia and Herzegovina, foreign languages are used as a medium of instruction only in private schools, and they are invariably labeled as EMI.

There appears to be a gap in the availability of official policy documents that define EMI within the country. The expert indicated that such information is not readily accessible, which points to a potential need for greater transparency and availability of policy-related information regarding EMI.

EMI is integrated into both foreign or second language classes and subject area classes. The reasons behind the implementation of EMI in Bosnia and Herzegovina are multi-faceted. The primary motivations include promoting proficiency in the target language, advancing internationalization, fostering greater mobility, and enhancing academic prospects such as study abroad.

Governance and regulation of EMI occur at the national level, yet the framework for EMI's execution is established through school-internal curricular documents. This could imply a degree of variability in how EMI is implemented across different educational institutions.

In EMI programs, instruction is carried out in a foreign language (English), yet there is a lack of information regarding the specific approach promoted by policy documents (e.g., whether all EMI subjects are to be taught entirely in the target language), as well as policies relating to the use of monolingual versus multilingual practices within EMI contexts. Similarly, there is a lack of materials designed specifically for EMI. Instead, teachers either adapt resources from publishers aimed at non-EMI or create their own materials.

Historically, EMI provision commenced between 2000 and 2004, and there has been a reported increase in its implementation over the past decade. However, EMI is described as available to a very select group of students, hinting at its exclusivity and possibly limited reach within the broader student population. At the secondary level, EMI is predominantly offered in more academically oriented programs, such as those preparing students for university. In terms of school types and geographical distribution, EMI is exclusive to private and independent schools, primarily situated in urban areas. Therefore, the funding for EMI is based entirely on tuition fees, which may influence the socioeconomic diversity of the student body able to participate in EMI, potentially limiting access for students from varying socioeconomic backgrounds. This raises questions about educational equity between urban and rural regions and between different school types.

To recap, while EMI in Bosnia and Herzegovina is indicative of an educational system adapting to global linguistic trends, the limited accessibility to official policy documents, the exclusivity of EMI to private schools, and the urban-centric distribution of programs suggest areas where further development could make EMI more transparent, inclusive, and equitable across the nation's diverse student demographics.

To obtain an understanding of which subjects tend to be taught through the foreign language, the expert respondents were also asked to provide an estimation of how frequently subjects are offered through English within the EMI provision (not the entire education system). This was done based on a list of subjects provided. In the case of Bosnia and Herzegovina, the questionnaire did not elucidate any restrictions on subjects that can be taught in EMI, and the responses show that in both primary and secondary education all curricular subjects (including target language and non-language subjects) are offered through EMI in schools that offer this provision.

Student Profiles

There is a lack of accessible information on the selection criteria for students to participate in EMI programs in both primary and secondary education. This indicates that details regarding how students are chosen or what qualifications they must meet to enroll in EMI programs are not readily available or disclosed. Additionally, the respondents expressed an absence of data on the socioeconomic levels of EMI students in Bosnia and Herzegovina.

Teacher Profiles

In Bosnia and Herzegovina, the teaching of EMI subjects in primary and secondary education is conducted mostly by content teachers with a bachelor's degree in subject teaching. However, there is a lack of accessible information regarding any minimum target language proficiency requirements for EMI teachers at both primary and secondary levels.

Factors affecting EMI Provision

As regards factors affecting EMI provision, one of the questionnaire items asked the experts to assess the degree of challenge associated with various factors which earlier research has suggested as potentially challenging. The responses from Bosnia and Herzegovina indicate that successful implementation of EMI is seen to face significant challenges across various domains (See Table 22).

At the administrative level, one of the major hurdles is in the area of obtaining support from policymakers. This difficulty implies that EMI may not be a priority in educational governance. Moreover, considerable challenges are perceived in mobilizing community support, as well as in disseminating information about EMI programs to the public. However, parents seem to have relatively more affirmative attitudes towards EMI.

In terms of educational provision, maintaining student interest and accommodating their diverse needs within EMI programs are also reported to be challenging tasks. These challenges point to the necessity for tailored pedagogical approaches that cater to the specific demands of EMI.

Resource-related issues present another critical challenge, with the acquisition of funding and the development of teacher support systems being perceived as particularly difficult. Finding qualified teachers for EMI, maintaining their motivation, and providing effective training and incentives are all areas that are regarded as very challenging and thus would require attention. Fostering collaboration between content and language teachers emerges as another challenging area.

These emphases suggest that EMI implementation in Bosnia and Herzegovina would benefit from strategic planning, stakeholder engagement, and dedicated resources to overcome the diversity of challenges currently reported.

Table 22. Levels of challenge reported regarding the implementation of EMI in Bosnia and Herzegovina

Category	Factors Affecting EMI Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	🔴
	Getting support from school leadership (e.g., administrators)	🟡
Community and Stakeholder Engagement	Getting support from parents	🟡
	Getting community support (e.g., local government, municipality)	🔴
	Communicating the availability of EMI provision to the public	⚫
Student Engagement and Diversity	Maintaining student motivation and interest in EMI	🔴
	Accommodating EMI students' diversity (e.g., cultural, linguistic, academic)	🔴
Assessment	Assessing students' learning within EMI provision	🔴
Acquisition of Funding	Obtaining funding for EMI provision	⚫
Teacher Development and Support	Finding teachers qualified to teach EMI	⚫
	Maintaining teacher motivation and interest in EMI	⚫
	Providing effective incentives for EMI teachers	⚫
	Accessing guidance and training on EMI implementation	⚫
Material Development	Finding appropriate EMI materials	🟡
	Developing appropriate EMI materials	🔴
Collaboration and Teamwork	Establishing collaboration between content and language teachers	🔴
	Maintaining collaboration between content and language teachers	🔴

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ⚫ Very Challenging

Croatia (BE)

Within the educational system of Croatia, there are various forms of instruction in languages other than Croatian, which is the official language. In the case of minority languages, three different models are in place:

Model A: All subjects are taught in the minority language, with the mandate that Croatian language should be taught for an equal number of hours as dedicated to the minority language education. This approach is available in designated schools or departments. Though the term immersion is not officially used in Croatian educational policy, Model A, where all subjects are taught in the minority language, closely aligns with the concept of immersion.

Model B: This model offers a split curriculum: natural sciences, mathematics, and art are taught in Croatian, while social studies subjects are delivered in the minority language. It is implemented in specific departments within schools that primarily teach in Croatian. Model B, referred to as BE, serves the Serbian, Czech, and Hungarian minority communities. It is available at both primary and secondary levels.

Model C: Alongside the standard Croatian curriculum, students receive 2 to 5 hours of instruction per week in the minority language, which covers the minority literature, geography, culture, etc., to enrich students' understanding of their cultural heritage.

Apart from these models that target minority languages, there are so-called bilingual programs in secondary education for students aged 14 to 18 where instruction is provided in Croatian and a foreign language such as English, German, or French. Although not explicitly labeled as CLIL in Croatian educational documents, the respondents stated that these programs can be considered to apply CLIL. In these programs, various subjects such as mathematics, physics, history, and social sciences may be taught either bilingually or solely in the foreign language. The specific subjects taught in the foreign language vary depending on which language is used. All subjects, regardless of the language of instruction, follow the Croatian national curriculum.

At the tertiary level, EMI is adopted, with academic courses being conducted in English. Also, other foreign languages may also serve as a medium of instruction, as is the case in the School of Medicine at a Croatian university, where instruction is delivered through German.

BE in Croatia

In Croatia, there are three basic models of education in the minority languages, as explained above, which aim to promote heritage and minority/minoritized languages. Serbian, Czech, and Hungarian are the most commonly offered languages. Model B, which is labeled as BE or 'bilingual teaching', divides the language of instruction by subject, with natural sciences taught in Croatian and social sciences in the minority language. These programs are available only in public schools; that is, BE is fully funded by the Croatian government. This dual-language approach reflects an effort to maintain proficiency in the national language while supporting minority languages. However, the respondents reported a decline in the implementation of BE over the past decade.

BE is regulated at the national level through national curricular documents and is supplemented by school-internal curricular documents. The questionnaire responses indicated that the "Law on Education in the Language and Script of National Minorities" governs minority education, but it does not describe models of minority education. The

official sources that refer to the three different types of BE provision in minority languages include the website of the Ministry of Science and Education, and that of the Office for Human Rights and Rights of National Minorities of the Republic of Croatia. However, there are no policies or recommendations for education providers on the use of monolingual versus multilingual practices.

BE at both the primary and secondary levels is offered in subject area classes. In secondary education, BE is offered in academically-oriented programs, in particular. Programs are available only in public schools, but there is no available data on the distribution of bilingual programs across rural and urban areas. Data is not available on the socioeconomic status of students in BE, either.

Student Profiles

At the primary level, students are granted access to BE without selection criteria, which indicates an open-door policy towards BE for primary students. At the secondary level, the approach to student access is not clear due to a lack of information.

Teacher Profiles

In terms of teacher qualifications, primary education teachers are generalist class teachers with a master's degree in primary education. For secondary education, educators are required to teach different subjects in either a minority language or Croatian and must possess a master's degree in language teaching or subject teaching. While it is stated in the questionnaire response that teachers must meet certain language proficiency requirements, the specifics of language proficiency levels needed remain unspecified.

In-service teachers can participate in thematic seminars and training provided by the National Agency for Teacher Training, although the specific content and focus areas of these training sessions were not explicated in the questionnaire response.

Factors Affecting BE Provision

The questionnaire additionally asked experts to estimate the degree of challenge associated with various factors which research suggests may present challenges in the implementation of BE. Table 23 shows the results for Croatia (BE).

The responses suggest that the implementation of BE is generally well-supported at the policy level. Policy and administration support are seen as minimal challenges, which points towards a supportive environment for bilingual initiatives at both national and school leadership levels. Community and stakeholder engagement is also seen in a largely positive light, although parental support presents a slight challenge, signaling the need to develop engagement strategies.

The most pronounced challenges are experienced in recruiting qualified bilingual teachers, which suggests a gap in the availability of trained professionals. Related to this, moderate challenges are associated with maintaining teacher motivation, providing incentives, and offering adequate training, all factors that are crucial for the sustainability of bilingual programs.

Student engagement, assessment, material development, and collaboration among educators are found to present moderate challenges. These areas thus could benefit from enhanced resources and strategic planning.

Overall, while there are some obstacles, the findings point towards a notably supportive climate for the implementation of BE, with policy and administrative backing presenting minimal challenges. This positive trend is mirrored in the ease of obtaining funding and community support, including that from local governments.

Table 23. Levels of challenge reported regarding the implementation of BE in Croatia

Category	Factors Affecting BE Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	🟢
	Getting support from school leadership (e.g., administrators)	🟢
Community and Stakeholder Engagement	Getting support from parents	🟡
	Getting community support (e.g., local government, municipality)	🟢
	Communicating the availability of BE provision to the public	🟢
Student Engagement and Diversity	Maintaining student motivation and interest in BE	🟡
	Accommodating BE students' diversity (e.g., cultural, linguistic, academic)	🟢
Assessment	Assessing students' learning within BE provision	🟡
Acquisition of Funding	Obtaining funding for BE provision	🟢
Teacher Development and Support	Finding teachers qualified to teach BE	🔴
	Maintaining teacher motivation and interest in BE	🟡
	Providing effective incentives for BE teachers	🟡
	Accessing guidance and training on BE implementation	🟡
Material Development	Finding appropriate BE materials	🟡
	Developing appropriate BE materials	🟡
Collaboration and Teamwork	Establishing collaboration between content and language teachers	🟡
	Maintaining collaboration between content and language teachers	🟡

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ⚫ Very Challenging

Croatia (CLIL)

In the Republic of Croatia, CLIL is offered at the secondary level but not at the primary level. CLIL is integrated into subject area classes. In CLIL programs, Croatian is the primary language of instruction alongside a selected foreign language, including English, German, or French. Within these schools, subjects such as Mathematics, Physics, History, and Social Sciences are taught either bilingually—combining the foreign language (FL) and Croatian—or exclusively in the FL. The specific subjects taught in a FL vary depending on the chosen FL. As an illustration, a school in Zagreb was reported to organize its CLIL program as follows:

1st year: History, Physics, Mathematics, Geography
2nd year: History, Physics, Mathematics, Geography
3rd year: History, Physics, Mathematics, Geography, Logic, Psychology, Sociology
4th year: History, Physics, Mathematics, Philosophy, Politics, and Economics

The national curriculum guides the organization and instruction of all subjects, regardless of the language of instruction. However, with guidance also provided by national curricular documents and school-internal curricular documents, governance and regulation of CLIL occur at the school level.

The reasons for implementing CLIL are multi-faceted and aim to promote multilingualism and plurilingualism, enhance proficiency in the target language, support internationalization, improve learning outcomes, and develop learners' soft skills.

CLIL teachers are subject-matter experts fluent in the relevant FL. They utilize Croatian textbooks, approved by the Ministry of Education, to craft their teaching materials in the FL. The program also includes extra language classes, sometimes led by native speakers.

CLIL programs are predominantly found in urban areas and are fully funded by the government. At the secondary level, the provision of CLIL is typically found in more academically-oriented programs. Therefore, CLIL is only available to a select group of students. Students complete the program by taking the Croatian National Exam and an international language exam relevant to the FL they have studied— for example, for English, the Cambridge CAE, and for German, the DSD.

Details regarding the time of introduction of CLIL provision, and trends in implementation over the last decade are not specified or documented.

Student Profiles

CLIL is not offered at the primary level in Croatia. In secondary education, schools have the autonomy to make their own decisions regarding the criteria for student enrollment in CLIL programs (Badurina, 2016).

Teacher Profiles

CLIL is not offered at the primary level in Croatia. At the secondary level, CLIL subjects are predominantly taught by content teachers who hold a master's degree in subject teaching. However, the specific language proficiency requirements remain unspecified. The preparation of both pre-service and in-service teachers for CLIL instruction is another area where information is not available, either.

Cyprus (CLIL)

In Cyprus, CLIL is governed and regulated at the national level, with national curricular documents guiding its implementation. CLIL is implemented at the primary level but not at the secondary level. In secondary and tertiary education, the term EMI is used.

The rationale for the implementation of CLIL in Cyprus includes promoting proficiency in the target language, enhancing overall learning outcomes, and improving disciplinary literacy in another language. This shows that both language and content proficiency is targeted through CLIL.

CLIL at the primary level is offered across various subject areas, and there are no restrictions on the subjects that can be taught in the CLIL target language. The primary target language for CLIL is a combination of Greek-English, indicating a bilingual approach with English as the foreign language component. The policy documents promote a balanced CLIL approach, with subjects taught partly in the target language and partly in the main language of instruction. However, the questionnaire respondents stated that detailed policies or recommendations on monolingual versus multilingual practices in CLIL contexts are not accessible.

CLIL was introduced in Cyprus under a European Commission-funded pilot in 2006, which originally involved 5 pre-primary and 5 primary schools, but following its integration into Cyprus' national curriculum in 2011, the implementation has increased considerably with over 150 schools in pre-primary and primary levels implementing CLIL (Cyprus CLIL Coordinating Center, n.d.). The questionnaire responses indicate that CLIL has now become mainstream and is available to all students seeking access to CLIL programs. CLIL is offered only in public schools and is evenly distributed across urban and rural areas, ensuring equal access to CLIL programs regardless of geographical location. The Cypriot government fully funds CLIL, illustrating strong state support for its provision.

Course materials are prepared by CLIL teachers.

To get an overall view on which subjects tend to be taught through CLIL in different countries, the expert respondents were asked to estimate, based on a list of subjects provided, the frequency of these subjects within CLIL provision (not the entire education system). As CLIL in Cyprus is only offered at primary level, the responses concern only that, indicating that CLIL is typically implemented in target language classes, as well as in Music, Physical Education, Art, and Technology subjects. Occasionally, subjects like Social Studies, Natural Science, Health and Wellbeing, Mathematics/Numeracy, and Religion/Ethics may also be taught through CLIL, though this is less common.

Student Profiles

In Cyprus, the approach to CLIL at the primary level is inclusive, with no selection criteria for student access, ensuring that students have the opportunity to benefit from CLIL regardless of background. However, there is a lack of data on the socioeconomic levels of CLIL students, precluding insights into the demographic distribution of the program's reach.

Teacher Profiles

Primary education CLIL subjects are taught by content teachers. These teachers are required to have at least a bachelor's degree in general education; however, there are no specified minimum target language proficiency requirements for CLIL teachers.

In terms of teacher education and professional development, there are specific opportunities for both pre-service and in-service teachers to prepare for CLIL. Stand-alone courses and thematic seminars are available, with a focus on developing methodological competence for CLIL. This indicates an investment in ensuring that teachers are equipped with the specialized skills necessary to deliver effective CLIL instruction.

Factors affecting CLIL Provision

As shown in Table 24, the responses relating to the challenges of CLIL provision show a predominantly supportive environment, especially in terms of policy and administration. Support from national bodies and school leaders seems to be readily available, which suggests strong institutional backing for CLIL programs. Community and stakeholder engagement is similarly favorable. However, garnering parental support emerges as an area that is relatively more challenging.

On the other hand, the responses point to various challenges: accommodating the diversity of CLIL students, assessing their learning within CLIL, finding qualified teachers for CLIL, and finding and developing suitable materials for CLIL are all regarded as challenging. Nonetheless, maintaining teacher motivation and providing incentives and training for CLIL are experienced as areas involving little to no challenge, which is encouraging for program sustainability. In terms of collaboration, establishing and maintaining a partnership between content and language teachers is considered somewhat challenging.

Overall, while CLIL implementation seems to enjoy a generally favorable environment with considerable support at the policy and administrative levels, it also faces challenges in diversity accommodation, assessment, teacher qualifications, and material development.

Table 24. Levels of challenge reported regarding the implementation of CLIL in Cyprus

Category	Factors Affecting CLIL Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	🟢
	Getting support from school leadership (e.g., administrators)	🟢
Community and Stakeholder Engagement	Getting support from parents	🟡
	Getting community support (e.g., local government, municipality)	🟢
	Communicating the availability of CLIL provision to the public	🟢
Student Engagement and Diversity	Maintaining student motivation and interest in CLIL	🟢
	Accommodating CLIL students' diversity (e.g., cultural, linguistic, academic)	🔴
Assessment	Assessing students' learning within CLIL provision	🔴
Acquisition of Funding	Obtaining funding for CLIL provision	🟡
Teacher Development and Support	Finding teachers qualified to teach CLIL	🔴
	Maintaining teacher motivation and interest in CLIL	🟢
	Providing effective incentives for CLIL teachers	🟢
	Accessing guidance and training on CLIL implementation	🟢
Material Development	Finding appropriate CLIL materials	🔴
	Developing appropriate CLIL materials	🔴
Collaboration and Teamwork	Establishing collaboration between content and language teachers	🟡
	Maintaining collaboration between content and language teachers	🟡

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ⚫ Very Challenging

Cyprus (EMI)

According to the Private Schools Law 2019, private schools in Cyprus can offer three types of curricula: The first type ('identical type') refers to schools following the national curriculum in Greek, the second ('similar type') to those teaching 2/3 of the subjects within the curriculum as well as other additional subjects in Greek or English, and the third ('different type') to those with a unique curriculum, commonly in other languages, including English (Education Profiles, n.d.).

In Cyprus, EMI is offered at the primary and secondary level in both foreign language and subject area classes, exclusively within private schools. While official policy documents defining EMI are not readily accessible, EMI is governed and regulated at the school level, with private schools having autonomy over its execution. The rationales for its implementation include the promotion of proficiency in the target language and the enhancement of foreign language learning. This implies that the approach to EMI in Cyprus is indicative of a BE system that values proficiency in English and private schools offer EMI with mainly language objectives in mind. Resources for EMI classrooms come from specialized publishers or are created by teachers themselves.

In terms of implementation, EMI has seen an increase in private schools since its introduction before 1990. However, since EMI is not a mainstream educational offering in Cyprus, the programs are more prevalent in urban areas, and they are accessible only to a select group of students.

To obtain an understanding of which subjects tend to be taught in EMI provision, the expert respondents were also asked to provide estimated frequencies of subjects taught through EMI. The responses show that EMI may include any curricular subject in both the primary and secondary levels of education (including target language as subject and non-language subjects).

Student Profiles

Selection criteria are applied only in some primary schools, with student selection more commonly practiced at the secondary level. The criteria at the secondary level include assessments of target language proficiency, skills in the main language of instruction, general verbal-linguistic intelligence, and aptitude tests to measure potential skills. For secondary education, students' proficiency in the target language is assessed through international, nationally-developed, or in-house language tests, with a minimum entry requirement of B1 level on the CEFR.

Teacher Profiles

At the primary level, teachers who deliver EMI subjects are required to hold a range of academic qualifications. These include bachelor's and master's degrees in language teaching, subject teaching, and general education, with some teachers also holding specific EMI certifications. Moreover, these educators must meet minimum target language proficiency requirements, which are typically verified through international language proficiency tests.

In secondary education, the teaching of EMI subjects is balanced between content and language teachers. The qualifications for these teachers are similarly comprehensive, encompassing bachelor's and master's degrees in language teaching, subject teaching, and general education, and certification of language proficiency. Secondary-level EMI teachers

are held to a high standard of language proficiency, with a minimum requirement of C2 on CEFR, again assessed through recognized international tests.

In terms of teacher education and professional development opportunities, pre-service teachers have access to specialized degrees and courses, stand-alone courses, and thematic seminars. However, the specific focus of pre-service training remains undocumented. In contrast, in-service training is more clearly delineated, with thematic seminars aimed at developing teachers' target language proficiency and their methodological competence for EMI.

Factors affecting EMI Provision

Responses regarding challenges in the implementation of EMI (See Table 25) suggest that in Cyprus, securing support for EMI at both the policy level and within school administrations is considered very challenging. Similarly, community and stakeholder engagement and parental and local government support are perceived as very challenging, which suggests a disconnect, resistance or lack of recognition at these foundational levels.

Table 25. Levels of challenge reported regarding the implementation of EMI in Cyprus

Category	Factors Affecting EMI Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	●
	Getting support from school leadership (e.g., administrators)	●
Community and Stakeholder Engagement	Getting support from parents	●
	Getting community support (e.g., local government, municipality)	●
	Communicating the availability of EMI provision to the public	🟡
Student Engagement and Diversity	Maintaining student motivation and interest in CLIL	🟡
	Accommodating EMI students' diversity (e.g., cultural, linguistic, academic)	🟡
Assessment	Assessing students' learning within EMI provision	🟡
Acquisition of Funding	Obtaining funding for EMI provision	🟡
Teacher Development and Support	Finding teachers qualified to teach EMI	🟢
	Maintaining teacher motivation and interest in EMI	🟡
	Providing effective incentives for EMI teachers	🟡
	Accessing guidance and training on EMI implementation	🔴
Material Development	Finding appropriate EMI materials	🟡
	Developing appropriate EMI materials	🟡
Collaboration and Teamwork	Establishing collaboration between content and language teachers	🟡
	Maintaining collaboration between content and language teachers	🟡

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ● Very Challenging

On the other hand, finding teachers qualified to teach EMI is not seen as challenging, which is a positive indicator for the program's potential success. However, accessing guidance and training for EMI implementation is considered challenging, which points towards a lack of available resources for teacher development.

The rest of the factors, such as communicating EMI availability, student engagement, diversity accommodation, assessment, funding acquisition, teacher motivation, material development, and collaboration between teachers, are seen as somewhat challenging.

These choices indicate that there is a need for strategic planning and resource allocation to overcome moderate obstacles and to fully realize the benefits of EMI in educational settings.

The Czech Republic (CLIL)

In the Czech Republic, official policy documents define CLIL as an approach that fully integrates the teaching of both the subject and the foreign language, emphasizing its interdisciplinary character. The Ministry of Education, Youth and Sports published a definition in 2009 on their website in 2009, which states that "CLIL fully integrates the teaching of both the subject and the foreign language. CLIL has a strong interdisciplinary character, linking language learning and the subject taught. The language is the vehicle for teaching the educational content, which in turn becomes the resource for language learning." (Ministry of Education, Youth and Sports of the Czech Republic, 2009). CLIL is governed and regulated at both the national and school levels. According to the 2013 decree from the Ministry of Education, Youth, and Sports (MSMT-46350/2013), schools are required to obtain authorization to offer certain subjects in a foreign language. However, only a small number of schools have applied for this authorization. Specifically, 89 out of 4,200 basic schools (which include primary and lower secondary levels) and 71 out of 1,290 secondary schools have submitted applications. In many instances, CLIL is also sometimes implemented by dedicated teachers through 'cross-curricular team teaching', albeit without authorization. Additionally, there are restrictions concerning subjects that are particularly related to the Czech language and content associated with the Czech Republic, as per the decree of 2013.

The rationale for CLIL includes promoting multilingualism and plurilingualism, proficiency in the target language, internationalization, employability, mobility, enhanced language learning, intercultural awareness, improved learning outcomes, and academic prospects, such as studying abroad.

The introduction of CLIL provision occurred between 2005-2009. CLIL is offered at both primary and secondary levels, integrated into foreign/second language classes as well as subject area classes and delivered in a cross-curricular/thematic way. CLIL is offered primarily in English, with a smaller offering in German, and it is available in both public and private schools. Policy documents promote an approach that aims to ensure that students acquire subject terminology in the Czech language alongside the foreign language.

To get an overall view on which subjects tend to be taught through CLIL in different countries, the respondents were asked to estimate, based on a list of subjects provided, the frequency of these subjects within CLIL provision. The responses for the Czech Republic show that at the primary level, CLIL is relatively more frequently, albeit still only 'sometimes', implemented in subjects such as Natural Science, Physical Education, Art, Health Education/Well-being, Mathematics/Numeracy, and Technology. On the other hand, CLIL is not implemented in language subjects or in Social Studies such as History.

In secondary education, a broader selection of subjects is offered through CLIL. Indeed, apart from language subjects, any subject may be offered through CLIL. While a range of non-language subjects can be available through CLIL, the option 'sometimes' was chosen for each subject, which may reflect the difficulty of evaluating frequency in the case of CLIL provision being offered only by a small number of schools.

CLIL Teacher Profiles

In both primary and secondary education, CLIL subjects are taught by both content and language teachers. This distribution suggests an educational approach that values both subject matter expertise and language proficiency.

Teachers at the primary level must possess a certificate of language proficiency in the target language and a master's degree in general education. These requirements are indicative of a high standard of educational preparation. Primary level CLIL teachers are required to demonstrate language proficiency at a minimum of the C1 level. This proficiency is typically validated through international language proficiency tests, nationally-developed language tests, or a university degree in the target language.

Secondary education teachers must meet similar requirements. They are expected to have a certificate of language proficiency in the target language and a master's degree in either language teaching or subject teaching. As with primary educators, secondary teachers are required to have a minimum language proficiency of C1.

Pre-service teachers preparing for CLIL instruction have access to specialized courses within broader teaching programs and thematic seminars. These educational opportunities focus on developing both the target language proficiency and the methodological competence necessary for CLIL.

In-service teachers also have opportunities for further development through stand-alone courses and thematic seminars. The aim of these programs is similar to pre-service training, focusing on enhancing both language proficiency and methodological skills tailored for CLIL education.

Factors affecting CLIL Provision

The responses to the questionnaire item asking CLIL experts to estimate the degree of challenge associated with various factors (See Table 26) suggest that CLIL implementation in the Czech Republic faces a range of challenges.

Table 26. Levels of challenge reported regarding the implementation of CLIL in the Czech Republic

Category	Factors Affecting CLIL Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	Challenging (red)
	Getting support from school leadership (e.g., administrators)	Challenging (red)
Community and Stakeholder Engagement	Getting support from parents	Somewhat Challenging (yellow)
	Getting community support (e.g., local government, municipality)	Challenging (red)
	Communicating the availability of CLIL provision to the public	Not Challenging (green)
Student Engagement and Diversity	Maintaining student motivation and interest in CLIL	Somewhat Challenging (yellow)
	Accommodating CLIL students' diversity (e.g., cultural, linguistic, academic)	Somewhat Challenging (yellow)
Assessment	Assessing students' learning within CLIL provision	Challenging (red)
Acquisition of Funding	Obtaining funding for CLIL provision	Challenging (red)
Teacher Development and Support	Finding teachers qualified to teach CLIL	Somewhat Challenging (yellow)
	Maintaining teacher motivation and interest in CLIL	Somewhat Challenging (yellow)
	Providing effective incentives for CLIL teachers	Challenging (red)
	Accessing guidance and training on CLIL implementation	Somewhat Challenging (yellow)
Material Development	Finding appropriate CLIL materials	Not Challenging (green)
	Developing appropriate CLIL materials	Not Challenging (green)
Collaboration and Teamwork	Establishing collaboration between content and language teachers	Somewhat Challenging (yellow)
	Maintaining collaboration between content and language teachers	Challenging (red)

Note. ● Not Challenging; ● Somewhat Challenging; ● Challenging; ● Very Challenging

Support from national bodies, school leadership, and the local community as well as funding acquisition are rated as challenging, which may be indicative of systemic barriers to CLIL adoption. Experiencing such challenges highlights the need for advocacy and awareness efforts towards a supportive environment at all levels of governance and within educational institutions.

Teacher-related issues are seen to present a complex scenario. While finding teachers for CLIL and maintaining their motivation are considered only somewhat challenging, providing effective incentives is perceived as challenging, which suggests that more could be done to make CLIL teaching roles attractive. Similarly, teacher collaboration is regarded as moderately challenging to establish but becomes more difficult to maintain over time, which indicates potential issues in sustained team dynamics or support structures.

Student engagement and diversity accommodation are seen as somewhat challenging, which points to the need for targeted strategies to keep students engaged and to address the needs of a diverse classroom.

Estonia (Immersion: Harjumaa, Ida-Virumaa, Tartumaa)

The labels used in Estonia to refer to types of educational provision in which content is taught through a foreign/additional/minority language include immersion, CLIL, dual-language education, as well as more general terms such as 'studies in English' or 'studies in the target language of the program'.

In the Estonian context, bilingual provision mainly concerns immersion education, to a large extent through Estonian as a second language, but also involving foreign languages such as English and French to a lesser degree. The distinction between CLIL and immersion mainly lies in immersion's broader network and historical precedence. Immersion began officially in 1998 to ensure students' constitutional right to education in the Estonian language. On the other hand, CLIL, emerging as a term after 2008, is more often viewed as an approach that any teacher can use regardless of the language of instruction, although the interchangeable use of the terms in documents is not uncommon. The current report reflects the "immersion under the umbrella of CLIL" scenario in Estonia.

At the primary level, immersion is delivered in a cross-curricular and thematic manner. At the secondary level, it is implemented in foreign/second language classes, subject area classes, and in a cross-curricular/thematic approach, as well as in the subjects Estonian as a Second Language and Estonian Literature.

Governance and regulation of immersion education occur at both the national and school levels, with the National Curriculum providing the foundation for school curricula. This dual-level governance ensures that immersion programs are aligned with national educational standards while allowing for local adaptation to meet the needs of each school and its student body.

In Article 15(5) of the Estonian Basic School Curriculum, immersion education is formally recognized and delineated. Schools have the flexibility, with the approval of their board of trustees, to tailor the national curriculum to better suit local characteristics and needs. This flexibility extends to adjusting compulsory subjects, integrating pre-vocational and vocational training, and adopting various instructional languages or CLIL, which encompasses immersion programs. Consequently, and as is indicated above, CLIL is understood as a broader category that includes immersion. Schools have the autonomy to modify subjects and lesson plans, provided that these alterations are documented in the school's curriculum and communicated to parents or students.

The implementation of immersion education in Estonia serves multiple objectives, not only focusing on improving language proficiency but also aiming to enhance employability and to cultivate awareness of language/plurilingual and intercultural/pluricultural aspects.

Immersion education in Estonia, introduced between 1995 and 1999, has established itself as a consistent element of the educational framework within government-funded public schools, primarily located in urban areas. The languages predominantly targeted for immersion include Estonian, English, and French, with a policy directive dictating that all subjects within immersion programs be delivered exclusively in the target language, with no limitations on subject selection within the Basic School Curriculum. At the secondary level, immersion is available in both academically-oriented and practically-oriented programs.

In terms of immersion subjects, students at primary level typically have the same teacher for most subjects, which means the range of topics covered in Estonian may differ based on the teacher's specialization. For students who begin with late immersion, it is possible to study many subjects in Russian. At the upper secondary level, starting in the 6th grade, history

becomes part of the immersion curriculum. Additionally, students also study Estonian music, literature, and history in Estonian. Moreover, schools have the flexibility to offer other subjects, the selection of which largely depends on the availability and expertise of teachers. Course materials for immersion are either adapted from non-immersion resources or developed from scratch by teachers.

Immersion Student Profiles

In primary education, only some programs have selection criteria while at the secondary level, criteria are more commonly in place. For students transferring from other schools, enrollment depends on the availability of places and previous grades are a significant factor for enrollment. Late immersion programs are open to students with varying degrees of target language proficiency.

Immersion Teacher Profiles

Generalist or class teachers, who are responsible for teaching most subjects, conduct immersion subjects in primary education. These teachers must meet certain qualifications, with the range of qualifications in use in Estonia including a bachelor's or master's degree in language teaching, subject teaching, or general education, along with language proficiency certification. For primary level immersion programs in Estonian, teachers must prove Estonian as their first language or meet a minimum language proficiency of C1, validated by nationally-developed tests or university degrees in Estonian.

At secondary level, content and language teachers share the responsibility of delivering immersion subjects, and the qualifications are similar to those required at the primary level. Again, a C1 level or Estonian as L1 is a requirement, emphasizing the need for high linguistic competence.

Pre-service teachers preparing for immersion teaching have access to specialized courses as part of a larger program, stand-alone courses, and thematic seminars. Programs are predominantly focused on language studies, such as Estonian or other foreign languages as a second language. The focus is on developing both the target language proficiency and the methodological competence for immersion teaching. An example of such a program is the M.A in 'Language Teaching in Multilingual Schools,' where CLIL is a central theme. These programs generally avoid the term immersion, as it is considered to be restrictive.

For in-service teachers, there are also opportunities for specialized degrees or courses, courses within larger programs, and thematic seminars. These opportunities are geared towards enhancing methodological skills for immersion teaching.

Factors Affecting Immersion Provision

The questionnaire additionally asked experts to estimate the degree of challenge associated with various factors which research suggests may present challenges in the implementation of immersion. Table 27 shows the results for Estonia.

Table 27. Levels of challenge reported regarding the implementation of immersion in Estonia

Category	Factors Affecting Immersion Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	🟡
	Getting support from school leadership (e.g., administrators)	🔴
Community and Stakeholder Engagement	Getting support from parents	🟡
	Getting community support (e.g., local government, municipality)	🔴
	Communicating the availability of immersion provision to the public	⚫
Student Engagement and Diversity	Maintaining student motivation and interest in immersion	🟡
	Accommodating immersion students' diversity (e.g., cultural, linguistic, academic)	⚫
Assessment	Assessing students' learning within immersion provision	⚫
Acquisition of Funding	Obtaining funding for immersion provision	🔴
Teacher Development and Support	Finding teachers qualified to teach immersion	⚫
	Maintaining teacher motivation and interest in immersion	🟡
	Providing effective incentives for immersion teachers	🟡
	Accessing guidance and training on immersion implementation	🟡
Material Development	Finding appropriate immersion materials	⚫
	Developing appropriate immersion materials	🔴
Collaboration and Teamwork	Establishing collaboration between content and language teachers	⚫
	Maintaining collaboration between content and language teachers	⚫

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ⚫ Very Challenging

As the table indicates, the implementation of immersion education as reported by the expert respondents faces various levels of challenges, particularly in areas of finding immersion teachers, teacher collaboration, availability of immersion materials, assessment, and student diversity. The most substantial challenges seem to arise in finding qualified teachers, communicating program availability to the public, and establishing and maintaining collaboration between content and language teachers. These areas rated as very challenging suggest a critical shortage of trained professionals and a need for improved cooperative strategies within educational frameworks.

Although relatively less challenging, garnering support from school leadership, the local community, and obtaining funding also present challenges that require strategic engagement and resource allocation.

The somewhat challenging nature of maintaining student and teacher engagement, along with accessing guidance and training, points to existing foundations that could be built upon to enhance immersion education initiatives.

Finland (BE)

In the Finnish context, the labels used are more varied than those found in other countries/regions explored within the current report. The labels CLIL, immersion, BE, language enriched education, EMI, and language shower are all used in pre-primary, primary, and secondary levels. In addition to these, at primary and secondary levels, the labels 'language class', 'language school', and 'foreign language school' also occur. On the other hand, at the tertiary level, the term EMI or its equivalent ('English-language programs') is predominantly used but also 'bilingual education/teaching' may occur, especially in bilingual (Finnish-Swedish) regions. While a plethora of labels are used in Finland, largely as a result of the decentralized education system in which schools/municipalities can decide their own labels, the labels are not necessarily used in a differentiated way (See Table 28).

Table 28. Information on the different labels used in Finland to refer to the teaching of content through a foreign/additional language

Label	
BE; Immersion; language-enriched education	The National Core Curriculum for Basic Education (2014) uses BE as the overarching term to refer to various forms of instruction taking place through language other than the school's main instructional language. A further distinction is drawn between 'large-scale BE' (=at least 25% of instruction through the target language), which can be divided into early total immersion in the national languages and other large-scale BE, and 'small-scale BE' (=less than 25% subject contents taught through the target language), which is referred to as language-enriched education. The curriculum discusses 'early total immersion' in national languages as an example of large-scale BE and immersion is a well-established term in the country. BE may sometimes also be implemented in other than the national languages following the principles of language immersion. Education of this type, including any language immersion programs of a shorter duration, is considered as part of other BE in this document. The actual ways of implementing BE vary a great deal.
CLIL	CLIL and 'teaching through a foreign language' were more frequently used earlier. Currently, CLIL seems to be more often used to refer to a teaching method rather than a type of BE.
language class; language school; foreign language school; language shower	Other references to BE include 'language class', 'language school' or 'foreign language school', the latter referring to a handful of schools that, in line with the Basic Education Act and permitted by the Finnish National Agency for Education can provide most or all of their teaching in languages other than the national languages (e.g. French-Finnish school, Finnish International School of Tampere). Also, the term 'language shower' is used, at pre-primary and primary levels especially, for small-scale and low-threshold initiatives that have the function of familiarizing learners with the L2.
multilingual teaching/education	The formulations 'multilingual teaching/education/learners' are predominantly used to refer to migrant background students and taking their multilingualism into account in education.
co-located schools	Finland also has so-called co-located schools where a Finnish- and Swedish-medium school share the school buildings/site and might, at least to some extent, teach students bilingually in Finnish and Swedish. However, BE is seldom used as a label for these schools.

BE in Finland

Introduced between 1990 and 1994, BE in Finland has remained a relatively stable, yet not very extensively offered, form of education during the last decade. As the number of private schools is low in Finland, BE is predominantly offered in public schools and hence funded by the government. However, it is clearly more common in urban areas and thus not widely available.

BE is governed and regulated at the national, regional, and school levels, with guidance provided by national and regional curricular documents, as well as school-internal curricular documents. The core national curriculum makes a distinction between large-scale (at least 25% of subject contents) and small-scale BE (less than 25% of subject contents). The former consist of immersion education (discussed in a separate section in this report) and what is called 'other large-scale BE'.

The policy documents on BE do not promote any particular approach, which too is tied to the decentralized education system, yet general guidelines for BE provision are given.

The long-term goal of BE (including both large- and small-scale approaches) as depicted in the national core curriculum is laying a foundation for lifelong learning of language and appreciation of linguistic and cultural diversity through plurilingual and pluricultural awareness; yet, the reasons for implementing BE also include enhancing disciplinary literacy in the target language. Schools offering BE are called to make an effort to achieve solid and versatile language skills both in the language of instruction in the school and in the target language.

At both the primary and secondary level, BE is offered within subject area classes as well as in a cross-curricular or thematic way. Some BE resources are available from publishers, but teachers also typically create their own materials or adapt resources originally intended for other types of education.

The national core curriculum outlines the purpose of BE in terms of it offering an authentic language-use environment. Schools should make an effort to achieve this goal not only by organizing lessons in the mother tongue and literature in L1 and lessons in the target language, but also by providing instruction in various subjects in both languages and using both languages in daily school life, also outside the lessons. The contents and number of lessons delivered in the target language are locally determined.

The national core curriculum also outlines that BE should emphasize natural communication and interaction, functionality, and students' active use of the language. Education providers are called to consciously support the pupil's opportunities to use the language in various subjects, both in the language of instruction in the school and in the target language. The principle of BE should be reflected in the entire school culture, in the cooperation between teachers, and with the homes and the guardians.

BE is subject to the provision that mother tongue and literature instruction must be delivered in Finnish or Swedish. However, other than that, the core curriculum does not impose constraints in terms of subjects to be offered through BE, but rather highlights that "[t]he goals of the National Core Curriculum for Basic Education must be achieved in all subjects."

If a school offers BE, the following aspects must be clearly defined and articulated within the local curriculum:
- Target students and admission principles: Identifying the intended recipients of BE and outlining the principles for admission.

- Allocation of instructional hours: Determining the distribution of instructional hours between the target language and the school's primary language of instruction.
- Language of subjects: Specifying which subjects or areas of content are taught in the school's primary language of instruction and which in the target language. If this needs to be assessed annually, the curriculum should detail the review process and how these decisions are documented in the yearly plan.
- Linguistic goals: Establishing the key linguistic objectives for subjects taught in the immersion language.
- Grade-specific goals: Setting the objectives and content for the target language, tailored by grade level.

The target languages for BE include both national (Swedish) and foreign languages, with English, German, French, and Russian being the most commonly offered. While policy documents do not promote any specific pedagogical approach regarding the use of monolingual versus multilingual/plurilingual/translingual practices, cultural diversity and language awareness are highlighted as well as "the natural parallel use of various languages in school life". The general section of the National Core Curriculum introduces 'Cultural diversity and language awareness' as one of the principles guiding the development of the school culture.

In brief, BE in Finland is well-established, with overall goals articulated in the national policy documents. It is characterized by its interdisciplinary nature, promotion of linguistic and cultural diversity, and integration into both primary and secondary education. The program is supported by government funding, but its availability is restricted as the programs are not very extensively offered and tend to be more prevalent in urban areas. This suggests a potential area for expansion and further development in rural areas.

When estimating the frequency of specific subjects within BE, the respondents indicated many of the subjects as possible candidates for inclusion in BE at the primary level, with the exception of the Mother Tongue and Literature subject for which the option 'never' was chosen. However, there seems to be more tendency towards offering BE in Social Studies such as History and Geography.

In secondary education, a broader range of subjects were considered among the ones commonly taught through BE. Apart from Social Studies subjects, these include Natural Science (e.g. Biology, Chemistry, Physics), Physical Education, Home Economics, and Crafts. Apart from these, also other curricular subjects may be included, depending upon the school's decision, except for Mother Tongue and Literature, which, according to the curriculum requirements, should not be taught in L2/additional language.

BE Student Profiles

At the primary level, access to BE programs is selective in some programs, with selection criteria used including target language proficiency, skills in the main language of mainstream schooling, general verbal-linguistic intelligence (sensitivity to and facility with spoken and written language), and aptitude tests (i.e. measuring potential rather than current skills).

At entry into secondary education, consideration is given to target language proficiency and skills in the main language of mainstream schooling. Language proficiency is assessed through nationally-developed or in-house language proficiency tests, or based on previous school grades in the target language subject.

In terms of the socioeconomic level of BE students, existing studies indicate that schools specializing in languages tend to attract families with mostly middle and high socioeconomic status (e.g., Kosunen, 2014; Kosunen et al., 2020).

BE Teacher Profiles

BE in primary schools is predominantly taught by class teachers. At the secondary level, most commonly, content teachers are responsible for delivering BE. At both levels, all teachers are required to hold a master's degree. Primary teachers are required to have a master's degree in general education, while secondary teachers need a master's degree in the subject taught as well as studies in education required for teacher qualification. Furthermore, those teaching in BE programs are required to indicate their language skill level by, for example, a specific BE certification or a certificate of language proficiency in the target language. They must meet a minimum language proficiency of C1. The Finnish Agency of Education provides alternative methods for demonstrating the necessary language proficiency. These include nationally-developed language proficiency tests, a university degree in the target language, teacher education abroad in the target language, or studying 80 ECTS of tertiary education through the target language.

As for teacher professional development opportunities, there are some specialized degrees or teacher preparation programs, as well as specialized courses within larger programs, and stand-alone courses. These programs and courses are focused on developing both language proficiency and methodological competence for BE.

In-service teachers, on the other hand, have access to stand-alone courses and thematic seminars. The Finnish National Agency for Education supports these efforts by providing resources on webpages, such as materials and videos from funded development projects. These focus on enhancing in-service BE teachers' methodological competence.

Factors Affecting BE Provision

The questionnaire additionally asked CLIL experts to estimate the degree of challenge associated with various factors that research suggests may present challenges in the implementation of BE. Table 29 shows the results for BE in Finland.

Implementing BE in Finland seems to be facing hurdles in several key areas. Teacher-related challenges get pronounced; not only is finding qualified BE teachers rated difficult but so is maintaining their motivation and providing them with effective incentives. This is compounded by the very challenging nature of accessing guidance and training, which points to a need for further efforts towards the support and development of teaching staff.

Collaboration between content and language teachers is seen as an area of particular difficulty, establishing collaboration perceived as relatively more challenging than maintaining it once formed. This suggests that systemic efforts would be needed to initiate better teamwork between content and language teachers.

Material resources appear as a critical bottleneck, with finding and developing appropriate materials rated as very challenging. Assessing student learning and accommodating the diversity of bilingual students is also considered very challenging, pointing to a need for tailored assessment tools and devising ways of addressing diverse student needs. Receiving support from policymakers and obtaining necessary funding for bilingual programs are also seen as challenging tasks; this may further complicate the implementation process.

BE has become an established part of Finnish education but it has never been very extensive. Latest municipality surveys indicate that there may be more demand for BE in the future. However, the identification of many areas as challenging indicates that concerted efforts across a range of factors are in order to better realize the goals of BE and to meet the increasing demand for BE.

Table 29. Levels of challenge reported regarding the implementation of BE in Finland

Category	Factors Affecting BE Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	🔴 (Challenging)
	Getting support from school leadership (e.g., administrators)	🟡 (Somewhat Challenging)
Community and Stakeholder Engagement	Getting support from parents	🟡 (Somewhat Challenging)
	Getting community support (e.g., local government, municipality)	🟡 (Somewhat Challenging)
	Communicating the availability of BE provision to the public	🔴 (Challenging)
Student Engagement and Diversity	Maintaining student motivation and interest in BE	🔴 (Challenging)
	Accommodating BE students' diversity (e.g., cultural, linguistic, academic)	🔴 (Challenging)
Assessment	Assessing students' learning within BE provision	⚫ (Very Challenging)
Acquisition of Funding	Obtaining funding for BE provision	🔴 (Challenging)
Teacher Development and Support	Finding teachers qualified to teach BE	🔴 (Challenging)
	Maintaining teacher motivation and interest in BE	🔴 (Challenging)
	Providing effective incentives for BE teachers	⚫ (Very Challenging)
	Accessing guidance and training on BE implementation	⚫ (Very Challenging)
Material Development	Finding appropriate BE materials	⚫ (Very Challenging)
	Developing appropriate BE materials	⚫ (Very Challenging)
Collaboration and Teamwork	Establishing collaboration between content and language teachers	⚫ (Very Challenging)
	Maintaining collaboration between content and language teachers	🔴 (Challenging)

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ⚫ Very Challenging

Finland (Immersion)

Introduced before the 1990s, immersion in Finland has remained consistent in implementation over the last decade. It is offered in public schools only, hence government funded. However, it is more common in urban areas, and it is available to a very small, select group of students.

Immersion is governed and regulated at the national, regional, and school levels, with guidance provided by national and regional curricular documents, as well as school-internal curricular documents. The core national curriculum makes a distinction between large-scale (at least 25% of subject contents) and small-scale (less than 25% of subject contents), early total immersion being described in the National Core Curriculum for Basic Education as the prime example of the former. The text notes that "During the pupil's years in basic education, an effort is made to teach each subject both in the immersion language and the language of instruction in the school, however not in both languages simultaneously." This approach to not allowing simultaneous use of the two languages is further specified by stating, "The teacher has a monolingual role in the immersion group. In other words, as the language of instruction changes, so does the teacher. The teaching material is provided in the same language as the instruction."

At both the primary and secondary level, immersion education is offered within both foreign/second language and subject area classes as well as in a cross-curricular or thematic way. The National Core Curriculum for Basic Education states that even though the share of immersion language gradually decreases in the early total immersion model, its share has to be at least 50% of the instruction delivered throughout the program. Resources for immersion classes are available from publishers, but teachers also create their own materials by using publicly available materials on the internet, newspapers, etc., or adapt resources originally intended for other types of education.

The target languages for immersion are usually national or heritage languages but may also include foreign languages (notably English). Hence, the immersion languages in their order of frequency are Swedish, followed by Finnish, Sámi, and English.

The immersion approach to BE is comprehensively outlined in official policy documents, which provide a framework for its implementation from early childhood through the end of basic education. This approach is specifically designed for students who do not speak the immersion language as their mother tongue, starting as early as age three and continuing until the conclusion of basic education. The policy highlights a structured method of language immersion, aiming to foster bilingual proficiency and a strong cultural identity among students. It delineates a balanced distribution of instructional time between the school's primary language and the immersion language, ensuring that students receive a significant portion of their education in the immersion language to promote effective language acquisition and cultural immersion.

As indicated above, the share of instruction in the immersion language varies according to the educational stage, with an emphasis on nearly full immersion in early childhood and pre-primary education, gradually adjusting to a minimum of 50% immersion in later grades. Instruction is designed to alternate between languages. That is, each subject is taught in both the primary and immersion languages, albeit not simultaneously, with teachers serving as linguistic models for their respective languages. The goal is to equip students with adequate language skills to fully grasp various subjects.

The overarching goals of BE as depicted in the National Core Curriculum are to develop solid and versatile language skills in students, fostering an appreciation for linguistic and

cultural diversity that supports lifelong learning. The policy emphasizes the creation of an authentic language use environment, integrating language learning within various subjects and daily school life to encourage natural language use and cultural immersion. The provision of immersion education is motivated by a range of factors, including enhancing proficiency in the target language, foreign/additional language learning, intercultural/pluricultural awareness, and multilingualism/plurilingualism; increasing internationalization and students' academic prospects and employability, as well as promoting heritage and minority/minoritized languages. In working to realize these, importance is attached to collaborative effort, systematic cooperation and dialogue among teachers, staff, guardians, and other stakeholders to ensure that the educational and linguistic objectives are met effectively.

In a language immersion program, the education provider is responsible for defining the specific objectives and content for the immersion language, tailored to local needs, with the option to use the Language Proficiency Scale as a guideline. If an education provider offers immersion programs, the following aspects must be clearly defined and articulated within the local curriculum:
- Target students and admission principles: Identifying the intended recipients of BE and outlining the principles for admission.
- Allocation of instructional hours: Determining the distribution of instructional hours between the immersion language and the school's primary language of instruction.
- Language of subjects: Specifying which subjects or areas of content are taught in the school's primary language of instruction and which in the immersion language. If this needs to be assessed annually, the curriculum should detail the review process and how these decisions are documented in the yearly plan.
- Linguistic goals: Establishing the key linguistic objectives for subjects taught in the immersion language.
- Grade-specific goals: Setting the objectives and content for the immersion language, tailored by grade level.

For programs involving early total immersion, the curriculum must also specify which content areas of mother tongue and literature are taught in the language of instruction and which in the immersion language.

It is important to ensure that students meet the diverse linguistic demands across various subjects, and as they progress to more advanced levels, there is a greater emphasis on developing their ability to comprehend and produce complex non-fiction texts and engage in discussions on intricate topics. Correct language usage becomes increasingly important, and the ongoing development of language proficiency is both supported and monitored closely.

Offering instruction in other subjects through the immersion language requires a conscious awareness of language and a pedagogical approach that prioritizes linguistic development, as well as teachers with a strong command of the immersion language. Linguistic goals are established for each subject through the consideration of subject-specific language conventions and text types. A key focus of the instruction is on adopting illustrative and concrete approaches, centering on student engagement and interactive learning. Students are encouraged to actively use the immersion language while studying various subject contents so that they are not just learners, but users of the language. Students are supported by the teacher and by peers in using the immersion language productively.

The expert respondents were also asked to estimate the frequency of specific subjects, provided as a list, within immersion provision to obtain an understanding of which subjects tend to be taught through immersion. As expected, due to the extensiveness of the program, the respondents indicate that, in addition to the target language classes, all subjects that are

offered within the primary education curricula are commonly offered through immersion. One exception to note is foreign languages apart from the immersion language, which are only occasionally taught through the immersion language.

The same spread of subjects applies to secondary education, even if the option 'sometimes' is more often chosen than 'always' which aligns with the gradually decreasing immersion language proportion in the early total immersion model. While target language subjects are always a part of the immersion provision, the subject Mother Tongue and Literature is never offered through immersion at the secondary level.

Immersion Student Profiles

In primary education, access to immersion programs is selective across all programs, while in secondary education, only some programs have selection criteria. The selection at both levels is based on similar factors, including target language proficiency, general verbal-linguistic intelligence, aptitude tests, and prior attendance in immersion programs. The assessment of target language proficiency at the primary level is primarily conducted through teachers' personal assessments, but information on methods for assessing target language proficiency at entry into secondary immersion are not accessible.

Socioeconomic data from a national survey focusing on children who attended pre-primary immersion that was implemented in 2004 (Bergroth, 2007) indicates that most families fall into the middle SES category.

Immersion Teacher Profiles

Class teachers are responsible for delivering immersion subjects in primary education. In secondary education, mostly content teachers deliver immersion subjects. At both levels, all teachers are required to hold a master's degree. Primary teachers are required to have a master's degree in general education, while secondary teachers need a master's degree in the subject taught as well as studies in education required for teacher qualification. Furthermore, immersion teachers must demonstrate a minimum language proficiency of C1 in the immersion language. Language proficiency can be validated through various means which include international or nationally developed language proficiency tests, university degrees in the target language, receiving a minimum of 60 ECTS language studies in the immersion language, teacher training abroad through the medium of the immersion language, or a minimum of 80 ECTS university studies through the medium of the immersion language.

In terms of professional development opportunities, pre-service teachers have access to some specialized degrees as well as courses as part of a program, stand-alone courses, and thematic seminars, with an emphasis on developing both language proficiency and methodological competence for immersion teaching. In-service teachers, on the other hand, benefit from stand-alone courses and thematic seminars, which focus on developing in-service teachers' methodological competence for immersion.

Factors Affecting CLIL Provision

The questionnaire additionally asked experts to assess the degree of challenge associated with various factors which research suggests may present challenges in the implementation of immersion. Table 30 shows the results for immersion in Finland.

Table 30. Levels of challenge reported regarding the implementation of immersion in Finland

Category	Factors Affecting Immersion Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	🔴
	Getting support from school leadership (e.g., administrators)	🟡
Community and Stakeholder Engagement	Getting support from parents	🟢
	Getting community support (e.g., local government, municipality)	🟡
	Communicating the availability of immersion provision to the public	🔴
Student Engagement and Diversity	Maintaining student motivation and interest in immersion	🟡
	Accommodating immersion students' diversity (e.g., cultural, linguistic, academic)	⚫
Assessment	Assessing students' learning within immersion provision	🔴
Acquisition of Funding	Obtaining funding for immersion provision	🟢
Teacher Development and Support	Finding teachers qualified to teach immersion	⚫
	Maintaining teacher motivation and interest in immersion	🟢
	Providing effective incentives for immersion teachers	🔴
	Accessing guidance and training on immersion implementation	🔴
Material Development	Finding appropriate immersion materials	🔴
	Developing appropriate immersion materials	⚫
Collaboration and Teamwork	Establishing collaboration between content and language teachers	🔴
	Maintaining collaboration between content and language teachers	⚫

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ⚫ Very Challenging

The respondents indicated various areas as challenging in the implementation of immersion education programs in Finland. Securing backing from national bodies is deemed challenging, while obtaining support from school leadership and the local community is seen as somewhat challenging. Parental support, however, seems not to be an area of concern. This suggests that while there is some groundwork for support, increased advocacy would be needed for stronger institutional backing.

The recruitment and retention of educators stand out as critical issues. Finding teachers qualified for immersion teaching is found very challenging, and although maintaining their motivation is not perceived as a challenge, providing incentives, accessing training, and fostering and maintaining collaboration among them are rated from challenging to very challenging. These factors suggest that teachers are intrinsically motivated yet externally under-supported.

The development and procurement of immersion materials are rated as very challenging, suggesting a deficiency in the market for such materials. Other areas of significant challenge include accommodating student diversity and assessing students' learning.

In short, it seems that while immersion implementation in Finland receives parental and community support and secure funding, it is beset with challenges related to the garnering of broader institutional support, the enhancement of teacher resources and collaboration, and the development of appropriate materials and assessment methods and tools.

Ireland (CLIL)

In Ireland the labels CLIL and Immersion are used, and they are differentiated as follows.

CLIL: In the Irish context, CLIL is a very recent addition to the language learning landscape (around 2018) of Post-Primary Schools. CLIL is a methodology promoted by the government agency, Post Primary Languages Ireland, as a means to maintain engagement in foreign language learning during Transition Year (TY, 16-17). This is a period of time at school when learners do not follow traditional curriculum subjects in a traditional way but are able to take part in other initiatives such as volunteer work, national science challenges, and business challenges. In TY, students in Modern Foreign Languages (MFL) classrooms may be exposed to CLIL by their foreign language teacher. Teachers do not teach full subjects but more partial subjects or thematic units from other disciplines to provide students with a different experience of learning languages. The focus of CLIL in the MFL classroom is on motivation and engagement, not really on learning subject content.

Immersion: In the Guide for Gaeltacht Primary Schools, the term Immersion Education relates to the Gaeltacht school context and means that the provision of education is entirely through the medium of Irish, with the exception of the teaching of the English curriculum or that of any other language. Total immersion means that the learning environment operates solely through Irish. This enables the fuller development of students' language proficiency. The phrase 'total early-immersion' is used in this document to describe the practice of implementing a two-year total immersion program through Irish in infant classes, where English is not taught during this period.

A more general definition from An Foras Pátrúnachta (patron of many Irish immersion schools) is that Immersion Education is the system of education of an Irish-Medium school. Classes are taught through the medium of Irish, school staff converses with each other through Irish, all business and Board of Management meetings are held through Irish and students are encouraged to converse in Irish with each other. The school strengthens and promotes its Irish-speaking community both inside and outside the school gates. Irish-medium schools are open and welcoming and to that end, they support parents in partaking in school life through different events from Irish classes to the Parents' Committee.

Across Ireland, there are a number of Irish Immersion schools at primary and post-primary level. These either exist in the Gaeltacht (Irish-speaking) areas, in English-speaking areas or as a section of an English-Medium school. All subjects except English are delivered through Irish. This is referred to as immersion; however, in reality, especially outside of the Gaeltacht, it is not necessarily immersion that students are exposed to. The differences in provision are highly localized and usually dictated by the ethos of the school. Some schools will be stricter in their use of Irish and others will not. Translanguaging may or may not be a common feature for example depending on the strictness with which the immersion program is applied.

CLIL in Ireland

CLIL is not offered at the primary education level within the Irish context; its implementation is confined to secondary education, where it is primarily integrated into foreign/second language classes such as English as a Foreign Language (EFL). The focus is on teaching interdisciplinary topics from various disciplines, including science, history, and geography, through foreign languages. The target languages for CLIL provision are predominantly European languages, with French, Spanish, German, and Italian being the most commonly offered. While CLIL is sometimes provided in target language classes, its provision in interdisciplinary subjects created at the school level and taught by Modern Foreign

Languages (MFL) teachers is more common. Resources for CLIL classrooms are created by government agencies and CLIL teachers themselves.

CLIL in Ireland is regulated at the school level, with no official curricular documents specifically for CLIL. Instead, resources provided by a specialist agency of the Department of Education serve as guidance for its implementation. Despite the lack of official policy documents defining CLIL, the curriculum promoted by the National Council for Curriculum and Assessment (NCCA) emphasizes the development of plurilingual classroom competences, including interlinguistic and plurilinguistic awareness, which are integral components of foreign language learning assessed as part of the educational outcomes.

The main drivers for implementing CLIL in Ireland include promoting multilingualism/plurilingualism, enhancing proficiency in the target language, fostering foreign/additional language learning, and motivating learners to engage with languages other than English.

Introduced between 2015 and 2019, CLIL has seen an increase in implementation over the last decade. The provision of CLIL is fully government-funded, indicating strong state support for this educational approach. CLIL programs are offered across a variety of school types, excluding Community and Comprehensive Schools, and are evenly distributed across urban and rural areas. However, CLIL is accessible to a very select group of students, suggesting that while the approach is gaining traction, it remains a specialized option rather than a mainstream educational pathway.

CLIL Student Profiles

Information about CLIL student profiles in Ireland is not available.

CLIL Teacher Profiles

CLIL, which is only available at the secondary level, is mostly taught by language teachers who may also teach non-language subjects, such as a teacher qualified in both French and Geography. In Ireland, it is common for teachers to instruct in two different subjects, which do not necessarily have to be two language subjects. For example, a teacher might teach both French and Geography. This allows for the possibility of teaching geography content through the French language, integrating language learning with subject-specific knowledge. CLIL teachers are required to have a bachelor's or master's degree in general education.

For pre-service teachers, thematic seminars provide opportunities to develop methodological competencies specifically tailored for CLIL. The focus of in-service training parallels that of pre-service training, emphasizing the development of methodological competences for CLIL through stand-alone courses and thematic seminars.

Factors Affecting CLIL Provision

The questionnaire additionally asked CLIL experts to assess the degree of challenge associated with various factors which research suggests may present challenges in the implementation of CLIL. Table 31 shows the results for Ireland (CLIL).

Table 31. Levels of challenge reported regarding the implementation of CLIL in Ireland

Category	Factors Affecting CLIL Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	🔴
	Getting support from school leadership (e.g., administrators)	⚫
Community and Stakeholder Engagement	Getting support from parents	🟡
	Getting community support (e.g., local government, municipality)	🟡
	Communicating the availability of CLIL provision to the public	⚫
Student Engagement and Diversity	Maintaining student motivation and interest in CLIL	🔴
	Accommodating CLIL students' diversity (e.g., cultural, linguistic, academic)	🔴
Assessment	Assessing students' learning within CLIL provision	🔴
Acquisition of Funding	Obtaining funding for CLIL provision	🔴
Teacher Development and Support	Finding teachers qualified to teach CLIL	🔴
	Maintaining teacher motivation and interest in CLIL	🟡
	Providing effective incentives for CLIL teachers	⚫
	Accessing guidance and training on CLIL implementation	⚫
Material Development	Finding appropriate CLIL materials	⚫
	Developing appropriate CLIL materials	⚫
Collaboration and Teamwork	Establishing collaboration between content and language teachers	🟢
	Maintaining collaboration between content and language teachers	🟢

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ⚫ Very Challenging

The responses suggest that the implementation of CLIL in Ireland faces multiple challenges. Support from national bodies and policymakers, as well as obtaining funding for CLIL, are considered challenging, indicating hurdles at the policy and financial levels. Also, school leadership support is deemed as very challenging to secure, a factor which may present a major obstacle within educational institutions. Also, communicating the availability of CLIL to the general public, recruitment of qualified CLIL teachers, accessing guidance and training for CLIL implementation, providing effective incentives for teachers, and finding and developing appropriate CLIL materials are all regarded as very challenging. In unison, challenges encountered in these areas suggest that there exist substantial barriers in awareness, professional development, resource allocation, and material development.

Establishing and maintaining collaboration between content and language teachers is not seen as challenging, which represents a relative strength in the collaborative aspect of CLIL programs.

In brief, the implementation of CLIL programs seems to be confronted with challenges across a broad spectrum, from securing support at the policy level to developing suitable materials and maintaining engagement among teachers and students. Hence, as a recent introduction to the educational landscape in Ireland, CLIL seems to require a lot of effort at different levels for it to become more widespread and less challenge-ridden.

Ireland (Immersion)

Immersion education, a methodological approach aimed at teaching curriculum content through a target language, is deeply embedded within the Irish educational system. The introduction of immersion education in Ireland predates 1990. Over the last decade, there has been a noticeable increase in immersion implementation.

In immersion programs, there is a specific focus on promoting the Irish language (Gaeilge). The governance and regulation of immersion programs take place at both national and school levels, with national curricular documents and school-internal curricular documents guiding the implementation. While education is highly centralized in terms of the curriculum competences, the delivery of curriculum at the school level is very much dictated by the school itself. Some immersion schools are very strict about the use of language in that no English is permitted (and is even punishable), whereas in other contexts there might be a mixture of the two. There are contextual differences, but there is a view that the ultimate aim is always total immersion.

Immersion education in Ireland is offered at both primary and secondary levels. In primary education, immersion is offered in subject area classes and/or a cross-curricular or thematic way. At the secondary level, immersion continues in subject area classes. The immersion provision is available to all students. The target language for immersion is the national, minoritized language, Irish, which reflects a commitment to cultural and linguistic priorities of the nation. Immersion programs, predominantly found in urban areas and fully government-funded, are available across academically-oriented programs and practically-oriented programs. Schools in Ireland follow a system that is unique in Europe. Technically, only 60 of the 700 post-primary schools are 'public'. Every other school is private but heavily funded by the government. There are a number of different types of schools (Education and Training Board Schools, Voluntary Aided, Educate Together Schools, Schools under a religious Patronage). Immersion is offered in all types except Community and Comprehensive Schools.

The rationale behind the immersion provision in Ireland encompasses a broad spectrum of objectives. These include supporting minority/minoritized languages, promoting proficiency in the target language, increasing employability, enhancing language/plurilingual and intercultural/pluricultural awareness, and enhancing disciplinary literacy in another language. Additionally, there is a notable emphasis on fostering a particular ideology around nationhood, indicating the role of immersion education in nation-building and cultural preservation.

The Guide for Gaeltacht Primary Schools provides key indicators for enhancing immersion education by helping Gaeltacht primary schools set clear, language-focused improvement goals. These indicators are designed to support teachers in their ongoing efforts to refine and advance their practices through a self-assessment and enhancement cycle. The Guide serves multiple purposes, including facilitating reflection on Irish-medium teaching and learning, steering professional conversations around learning, teaching, management, and leadership for better immersion education implementation, fostering best practices in immersion education, and setting language-based goals and actions for immersion education. These indicators are meant for internal reflection and discussion, not for external evaluation, allowing schools to identify and focus on specific improvement targets.

The expert respondents were also asked to estimate, based on a list of subjects provided, the frequency of these subjects within immersion provision. The responses, resonating with what was said about the type of implementation above, show that within Irish immersion

programs all curricular subjects (except English) are always taught through the immersion target language.

Immersion Student Profiles

There are no selection criteria for students to access immersion programs in primary or secondary education. This inclusive approach allows for equitable access to language immersion regardless of a student's initial language proficiency or other academic measures.

According to data from a 2022 report by the Department of Education on Irish-Medium education outside of the Gaeltacht, there are 149 Irish-medium primary schools, and around 19% of these schools have DEIS (Delivering Equality of Opportunity in Schools) status. This means that they are located in areas of the country with higher levels of social deprivation. At post-Primary level, this number is 17% of the 29 Irish immersion schools at this level. However, including the Gaeltacht, the overall SES of immersion students and their families can be characterized as mostly middle SES.

The questionnaire responses also report that although immersion education is widely embraced in Ireland, with parents choosing to enroll their children in such programs by their own volition, there are significant misconceptions regarding bilingualism in Ireland, especially concerning how the Irish language contributes to the acquisition of additional languages and literacy skills. There is a tendency to discourage children with language or literacy challenges from attending immersion schools, despite these institutions being accessible to them. Furthermore, in Irish immersion schools, the proportion of students who speak languages apart from English and Irish is approximately 1% at both primary and secondary levels, in contrast to about 20% in English medium schools. This discrepancy highlights a pronounced segregation within the educational system, reflecting broader societal divides.

Immersion Teacher Profiles

At the primary level, generalist or class teachers are responsible for teaching immersion subjects. These educators are required to have a certificate of language proficiency in the target language and hold a bachelor's or master's degree in general education. In secondary education, immersion education is predominantly delivered by content teachers. The qualifications for these teachers include a certificate of language proficiency and a master's degree in general education. In both levels, a minimum language proficiency level of B2 is required, as assessed by nationally-developed language proficiency tests.

In terms of professional development, pre-service teachers have the opportunity to engage in stand-alone courses and thematic seminars, with a typical focus on developing their methodological competence for immersion teaching. In-service teachers also benefit from thematic seminars, which are designed to further develop their target language proficiency and methodological skills for immersion.

Factors affecting Immersion Provision

Table 32 shows respondents' estimation of the degree of challenge associated with various factors which research suggests may present challenges in the implementation of forms of BE.

Table 32. Levels of challenge reported regarding the implementation of immersion in Ireland

Category	Factors Affecting Immersion Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	🟡
	Getting support from school leadership (e.g., administrators)	🟢
Community and Stakeholder Engagement	Getting support from parents	🟢
	Getting community support (e.g., local government, municipality)	🟡
	Communicating the availability of immersion provision to the public	🔴
Student Engagement and Diversity	Maintaining student motivation and interest in immersion	🟡
	Accommodating immersion students' diversity (e.g., cultural, linguistic, academic)	⚫
Assessment	Assessing students' learning within immersion provision	🟡
Acquisition of Funding	Obtaining funding for immersion provision	🟡
Teacher Development and Support	Finding teachers qualified to teach immersion	⚫
	Maintaining teacher motivation and interest in immersion	🟡
	Providing effective incentives for immersion teachers	🔴
	Accessing guidance and training on immersion implementation	🟡
Material Development	Finding appropriate immersion materials	🔴
	Developing appropriate immersion materials	🔴
Collaboration and Teamwork	Establishing collaboration between content and language teachers	⊗
	Maintaining collaboration between content and language teachers	⊗

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ⚫ Very Challenging; ⊗ No response

As the choices indicate, the implementation of immersion programs faces a varied set of challenges. The primary challenge seems to lie in finding teachers qualified for immersion teaching, marked as very challenging, which points to a gap in the available teaching workforce with the necessary skills. This is further complicated by the challenges perceived in providing effective incentives and in maintaining teacher and student motivation, which suggests the need for more robust support systems. Similarly, accessing guidance and training for immersion implementation is regarded as somewhat challenging, underscoring the necessity for more professional development resources.

Material development and accommodating the diverse needs of immersion students are deemed challenging and very challenging, respectively, which suggests that considerable efforts are needed to create suitable resources and inclusive environments.

Support from national bodies and local communities is seen as somewhat challenging. Although communicating the availability of immersion programs to the public is rated as challenging, support from school leadership and parents is notably strong.

In essence, while the choices point toward a strong support from within the educational community, the recruitment of qualified teachers, material development, and accommodation of student diversity seem to pose considerable challenges for immersion program implementation.

Italy (CLIL)

In Italy, the label CLIL is used in pre-primary, primary, lower and upper secondary education, while EMI is reserved for tertiary education. The distinction between CLIL and EMI in Italy lies in their implementation levels, educational focus, and objectives. EMI is a practice used exclusively at the tertiary educational level in both state and private universities, where academic subjects are taught entirely in English. EMI's implementation varies across institutions. On the other hand, CLIL is described in policy documents such as national guidelines issued as Ministerial Decrees as a methodology that integrates the teaching of content in a foreign language (not exclusively English, but also other European Union languages) with the goal of promoting both subject knowledge and language skills simultaneously and it is implemented at various stages of education. Unlike EMI, which primarily focuses on content delivery in English, CLIL has a dual focus on the acquisition of subject content and the learning of the target language.

CLIL in Italy

CLIL in Italy is governed and regulated at the national level, underscored by national curricular documents that guide its implementation (the 2010 law and 2012 regulations were outlining recommendations for CLIL). A transitory note for Lycées and Technical Institutes, prot. n. 4969, issued in 2014 by the Italian Ministry of Education, University, and Research (MIUR), outlines transitional norms for the introduction and teaching of non-linguistic subjects in a foreign language (CLIL) in upper secondary education (Lycées and Technical Institutes). It covers the regulatory framework, teacher requirements, and implementation modalities for CLIL teaching in the fifth year of the Lycées and technical institutes and in the third, fourth and fifth years of the linguistic Lycées, since school year 2014/15. It provides detailed guidelines for schools on how to implement CLIL, including teacher qualifications, educational strategies, and examination processes. It defines CLIL methodology as teaching a non-linguistic subject (NLS) in a foreign language. The suggested guideline is to cover 50% of the NLS teaching hours in the foreign language. In the absence of teachers with the necessary linguistic and methodological skills, schools are encouraged to develop interdisciplinary projects within the educational offering plan, utilizing collaboration and cooperation strategies among teachers. In the legislation from 2015 (law 107/2015), schools at all levels of education were encouraged to implement CLIL.

CLIL at the primary level might be offered by the same teacher in both foreign language and subject classes, while at the secondary level it is offered by subject teachers in subject area classes and also in a cross-curricular/thematic approach. At the lower secondary school level, there have been school initiatives where also foreign language teachers have started implementing CLIL. Furthermore, in the final year of technical schools, a subject belonging to the specialization area has to be taught in English.

The implementation of CLIL is driven by multiple objectives, including promoting proficiency in the target language, enhanced foreign language learning more generally, increasing language/plurilingual and intercultural/pluricultural awareness, and improving general learning outcomes. These goals indicate that CLIL serves as a means of preparing students for a globalized world, by helping them develop diverse linguistic and cultural competencies.

According to 'the law on teaching different languages and dialects to citizens in Italy through foreign language education', CLIL methodology can be implemented in any non-linguistic subject. Italian, not Italian as an L2, and classical languages such as ancient Greek and Latin are excluded from being taught through CLIL. CLIL is offered in foreign languages, with English being the most commonly used language across all types of schools, followed by

French, Spanish, and German, which are mainly used in general Lycées, particularly Linguistic ones (type of upper secondary school with a special focus on language learning).

Since its introduction between 2010 and 2014, CLIL has seen an increase in implementation, indicative of its growing recognition and integration into the Italian educational landscape. The initiative is fully government-funded and evenly distributed across urban and rural areas, promoting equitable educational opportunities. CLIL programs are also accessible across both public and private schools. Materials for CLIL classes are available from publishers, but teachers also create their own materials or adapt those intended for other types of education.

To get an overall view on which subjects tend to be taught through CLIL in different countries, the expert respondents were asked to estimate, based on a list of subjects provided, the frequency of these subjects within CLIL provision (not the entire education system). The responses indicate that at the primary level, CLIL is typically implemented in target language classrooms. Other subjects that are sometimes offered through CLIL include Mathematics/Numeracy, Natural Science (e.g. Biology, Chemistry, Physics), Social studies (e.g. History, Geography, Civics), Physical Education, Music and Art.

In secondary education, contrary to the primary level, CLIL provision never occurs in target language classes. On the other hand, CLIL is often implemented in Mathematics, Natural Science (e.g. Biology, Chemistry, Physics) and Social Studies (e.g. History, Geography, Civics), and sometimes also in other subjects that are available in the secondary education curricula. However, there are also some exceptions. While Technology classes may occasionally be taught through CLIL, Religion/Ethics and Health Education/Well-being are subjects which, according to the respondents, are never taught through this approach in secondary education (differing from primary education where these subjects are not available at all).

CLIL Student Profiles

Information on student profiles is not available. No central recommendations exist on admission criteria, which indicates an open approach to CLIL where students are allowed to participate regardless of their background or language skills.

CLIL Teacher Profiles

At the primary education level, CLIL subjects are taught by generalist or class teachers. These teachers are expected to possess a Master's degree in general education. Official regulations as of June 2022 mandate that these graduates should have at least a B2 level of proficiency in the target language.

For secondary education, the responsibility of teaching CLIL subjects primarily falls on content teachers. These teachers are required to hold a certificate of language proficiency in the target language and a Master's degree in subject teaching. While the minimum language proficiency requirement for these teachers is set at a C1 level, which can be demonstrated through international language proficiency certificates, the transitory norms from 2014 also make it possible for teachers with B2 level to teach through CLIL if they are at the same time attending a preparatory course on CLIL methodology.

The prot. n. 4969, issued by the Italian Ministry of Education, specifies that teachers involved in CLIL provision must be capable of using disciplinary knowledge in the foreign language, designing CLIL paths in collaboration with foreign language teachers or other subject teachers, and creating, adapting, and selecting teaching materials, including digital resources.

As for professional development, pre-service teachers have the opportunity to engage in 60 ECTS university-level courses. The focus of these courses is on methodology and sometimes involve language components. In-service teachers are offered and can attend specialized 20 ECTS courses that concentrate on the methodological competencies and language skills required for CLIL. While new CLIL methodological professional development courses were approved in 2021 for primary teachers, they have not commenced in practice as of the writing of this report (February 2024).

Factors Affecting CLIL Provision

The questionnaire additionally asked CLIL experts to estimate the degree of challenge associated with various factors which research suggests may present challenges in the implementation of CLIL. Table 33 shows the results for Italy.

Table 33. Levels of challenge reported regarding the implementation of CLIL in Italy

Category	Factors Affecting CLIL Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	🔴
	Getting support from school leadership (e.g., administrators)	🔴
Community and Stakeholder Engagement	Getting support from parents	🟢
	Getting community support (e.g., local government, municipality)	🟡
	Communicating the availability of CLIL provision to the public	🟢
Student Engagement and Diversity	Maintaining student motivation and interest in CLIL	🟢
	Accommodating CLIL students' diversity (e.g., cultural, linguistic, academic)	🟡
Assessment	Assessing students' learning within CLIL provision	🔴
Acquisition of Funding	Obtaining funding for CLIL provision	⚫
Teacher Development and Support	Finding teachers qualified to teach CLIL	🔴
	Maintaining teacher motivation and interest in CLIL	🟡
	Providing effective incentives for CLIL teachers	⚫
	Accessing guidance and training on CLIL implementation	🔴
Material Development	Finding appropriate CLIL materials	🟡
	Developing appropriate CLIL materials	🔴
Collaboration and Teamwork	Establishing collaboration between content and language teachers	🔴
	Maintaining collaboration between content and language teachers	🟡

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ⚫ Very Challenging

The responses indicate that the CLIL implementation in Italy presents varying degrees of difficulty across different areas. Support from national bodies and school leadership, as well as finding qualified teachers and accessing guidance and training for CLIL, are all perceived as challenging. Furthermore, providing effective incentives for CLIL teachers and obtaining funding for CLIL provision are identified as very challenging, which suggests the need for measures that would help enhance teacher recruitment and teacher professional development.

The development of appropriate CLIL materials, establishing and maintaining collaboration between content and language teachers, and assessing student learning within CLIL provision all are regarded as posing challenges, highlighting the need for targeted resource development and collaborative practices.

Conversely, support from parents and maintaining student motivation are not regarded as challenging, which indicates strong support from key stakeholders. Similarly, communicating the availability of CLIL to the general public is also not seen as challenging, suggesting effective communication channels are in place.

In brief, while there seem to be many challenges in implementing CLIL, particularly in terms of teacher support, funding, and professional development, the solid base of parental support and student engagement offers a positive foundation to build upon. Addressing the highlighted challenges through strategic policies and resource allocation is crucial to support the integration of CLIL into educational systems.

Latvia (CLIL)

In Latvia, CLIL is implemented at all educational levels from pre-primary to tertiary level. Karapetjana and Roziņa (2017) present a brief history of CLIL in Latvia, according to which the Education Law allows for national minority education programs in seven languages: Russian, Polish, Hebrew, Belarusian, Ukrainian, Estonian, and Lithuanian. BE, which integrates Latvian with the student's mother tongue, began in ethnic minority primary schools in 1999 and extended to secondary schools in 2004. By 2007, secondary schools could teach 60% of subjects in Latvian. CLIL as an approach has been present in Latvia, conventionally tied closely to BE in ethnic minority schools, but teaching of subjects through foreign languages (typically English) has also been part of BE provision. The scope of CLIL has expanded beyond ethnic minority schools and it is also offered in schools where Latvian is the primary language of instruction. Despite the formal recognition of the term CLIL, BE remains the more commonly used label in Latvia, and Karapetjana and Roziņa (2017) themselves choose to use the terms interchangeably.

Governed at the national level and embedded within the national curriculum, CLIL aims to foster multilingualism and plurilingualism, improve language proficiency, and develop essential soft skills among students. However, specific details about the definitions of CLIL, approaches promoted by policy documents, and policies on monolingual versus multilingual practices in CLIL contexts are not readily accessible.

In Latvia, CLIL is offered at both primary and secondary levels within subject area classes. CLIL is available to all students in Latvia and is provided in both public and private schools. This widespread availability suggests that CLIL methodologies are integrated into the broader educational landscape rather than being reserved for a select group of learners.

CLIL is offered in foreign languages, with English, German, and French being the most commonly used mediums of instruction. This selection reflects the linguistic priorities and international orientation of Latvia's education system.

CLIL availability varies by subject area and educational level. In primary education, CLIL is mainly provided in social studies, though it is not widespread. At the secondary level, the range of subjects offered through CLIL expands to often include Mathematics/Numeracy, Social Studies, Humanities, and, occasionally, Natural Science. Resources for CLIL are available from publishers, but teachers also adopt or create their own materials.

Gaps in publicly available information regarding specific policies, funding, and distribution indicate that further policy development and research are needed for enhanced transparency, effectiveness, and reach of CLIL programs in Latvia.

CLIL Student Profiles

Information is unavailable.

CLIL Teacher Profiles

Information is unavailable.

Factors Affecting CLIL Provision

The questionnaire additionally asked CLIL experts to estimate the degree of challenge associated with various factors which research suggests may present challenges in the implementation of CLIL. Table 34 shows the results for Latvia.

Table 34. Levels of challenge reported regarding the implementation of CLIL in Latvia

Category	Factors Affecting CLIL Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	🟢
	Getting support from school leadership (e.g., administrators)	🟡
Community and Stakeholder Engagement	Getting support from parents	🟢
	Getting community support (e.g., local government, municipality)	🟢
	Communicating the availability of CLIL provision to the public	🟡
Student Engagement and Diversity	Maintaining student motivation and interest in CLIL	🔴
	Accommodating CLIL students' diversity (e.g., cultural, linguistic, academic)	🟡
Assessment	Assessing students' learning within CLIL provision	🟡
Acquisition of Funding	Obtaining funding for CLIL provision	🟢
Teacher Development and Support	Finding teachers qualified to teach CLIL	🔴
	Maintaining teacher motivation and interest in CLIL	🔴
	Providing effective incentives for CLIL teachers	🔴
	Accessing guidance and training on CLIL implementation	🔴
Material Development	Finding appropriate CLIL materials	🔴
	Developing appropriate CLIL materials	🔴
Collaboration and Teamwork	Establishing collaboration between content and language teachers	⚫
	Maintaining collaboration between content and language teachers	⚫

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ⚫ Very Challenging

The choices presented in the table suggest that the implementation of CLIL in Latvia faces a range of challenges despite the notable support from key stakeholders. Support from national bodies, parents, and the community, including local governments, seems to be strong, indicating a favorable environment for CLIL at the policy and grassroots levels. Similarly, obtaining funding for CLIL is not seen as challenging.

However, the recruitment and support of educators for CLIL are seen as presenting significant difficulties. Finding qualified teachers, providing them with effective incentives, and maintaining their motivation are all considered challenging, highlighting a need for targeted efforts in teacher recruitment and retention strategies. Furthermore, both establishing and maintaining collaboration between content and language teachers are regarded as very challenging, which suggests that there is a need for measures to foster effective interdisciplinary teamwork. Additionally, the challenges related to the development and sourcing of appropriate CLIL materials, along with maintaining student motivation and interest, point to the need for comprehensive curriculum development and student engagement strategies.

In brief, while there seems to be considerable support and funding for CLIL, the challenges related to teacher development, collaboration, and curriculum resources need to be addressed to ensure the successful and sustainable implementation of CLIL programs.

Lithuania (CLIL)

In Lithuania, CLIL is implemented at all educational levels from pre-primary to tertiary level. The governance of CLIL in Lithuania is situated at the national level, with national curricular documents providing guidance for its implementation. Although there are no specific policy documents that define CLIL, the strategy emphasizes teaching all CLIL subjects entirely in the target language within CLIL programs.

The rationale behind adopting CLIL in Lithuania encompasses a variety of objectives, including the promotion of multilingualism and plurilingualism, fostering internationalization, increasing employability and mobility, enhancing foreign and additional language learning, improving learning outcomes, and boosting academic prospects.

In Lithuania, CLIL is implemented at both the primary and secondary levels. At the primary level, CLIL is integrated within foreign or second language classes, notably English as a Foreign Language (EFL). This approach expands at the secondary level to encompass both foreign/second language and subject area classes, indicating a broader application of CLIL methodologies across the curriculum. Materials for CLIL classes are adapted by teachers from resources published for non-CLIL educational provision.

The questionnaire response indicates that CLIL was first introduced in Lithuania between 1990 and 1994, yet it should be added that during this time CLIL was available in only a few schools. As reported by Verikaitė-Gaigalienė and Andziulienė (2019), the Lithuanian Ministry of Education and Science initiated the implementation of CLIL in a small number of schools, which was supported by the British Council through events for teachers in 2004. Later efforts to develop official regulations for CLIL in secondary education in 2010 and to start formal CLIL teacher training in 2015 saw limited success, with CLIL remaining limited in its reach and the teacher training program closing due to low enrollment, but there is ongoing work towards increasing the availability of CLIL programs. Therefore, access to CLIL in Lithuania is limited to a very small proportion of students. Over the past decade, the level of CLIL implementation has remained steady, with no significant increases or decreases. The programs are predominantly offered in urban areas. CLIL programs are available in both public and private schools, and therefore funding for CLIL is primarily sourced from the government and tuition fees.

To get an overall view of which subjects tend to be taught through CLIL in different countries, the respondents were asked to estimate, based on a list of subjects provided, the frequency of these subjects within CLIL provision. According to the responses, CLIL at both the primary and secondary levels in Lithuania is typically implemented in both target language classrooms and non-language subjects. However, some subjects such as Religion/Ethics, Physical Education, Health Education/Well-being, and Home Economics are less commonly, although still frequently, offered through CLIL.

CLIL Student Profiles

For primary education, access to CLIL programs is generally selective, with most programs basing student selection on tests measuring target language proficiency, skills in the main language of mainstream schooling, and/or general aptitude tests. Proficiency at this level is assessed using in-house tests with a minimum requirement of A1 on the CEFR scale. Secondary education follows the same selection practices, but with a higher proficiency requirement set at the B1 level.

CLIL Teacher Profiles

Both primary and secondary CLIL subjects are taught by content and language teachers. Teachers at the primary level must hold at least a bachelor's degree in subject teaching and a certificate of language proficiency, with a minimum language proficiency requirement of B2. Secondary teachers are also required to hold a certificate of language proficiency and have higher educational qualifications up to a master's degree in subject teaching. For both levels, international and nationally-developed language proficiency tests are used to verify teachers' language capabilities.

In terms of professional development, pre-service teachers are offered stand-alone courses and thematic seminars. In-service teachers have access to specialized courses within larger programs, stand-alone courses, and seminars. The training for both groups focuses on developing both their target language proficiency and methodological competence for CLL.

Factors Affecting CLIL Provision

The questionnaire additionally asked CLIL experts to estimate the degree of challenge associated with various factors which research suggests may present challenges in the implementation of CLIL. Table 35 shows the results for Lithuania.

Table 35. Levels of challenge reported regarding the implementation of CLIL in Lithuania

Category	Factors Affecting CLIL Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	🟡 Somewhat Challenging
	Getting support from school leadership (e.g., administrators)	🟡 Somewhat Challenging
Community and Stakeholder Engagement	Getting support from parents	🟢 Not Challenging
	Getting community support (e.g., local government, municipality)	🟡 Somewhat Challenging
	Communicating the availability of CLIL provision to the public	🟢 Not Challenging
Student Engagement and Diversity	Maintaining student motivation and interest in CLIL	🟢 Not Challenging
	Accommodating CLIL students' diversity (e.g., cultural, linguistic, academic)	🟡 Somewhat Challenging
Assessment	Assessing students' learning within CLIL provision	🟡 Somewhat Challenging
Acquisition of Funding	Obtaining funding for CLIL provision	⚫ Very Challenging
Teacher Development and Support	Finding teachers qualified to teach CLIL	🟡 Somewhat Challenging
	Maintaining teacher motivation and interest in CLIL	🟡 Somewhat Challenging
	Providing effective incentives for CLIL teachers	🟡 Somewhat Challenging
	Accessing guidance and training on CLIL implementation	🟡 Somewhat Challenging
Material Development	Finding appropriate CLIL materials	🔴 Challenging
	Developing appropriate CLIL materials	⚫ Very Challenging
Collaboration and Teamwork	Establishing collaboration between content and language teachers	🟡 Somewhat Challenging
	Maintaining collaboration between content and language teachers	🟡 Somewhat Challenging

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ⚫ Very Challenging

The choices indicate that CLIL implementation in Lithuania faces a variety of challenges, accompanied with notable areas of strength. Parental support and communicating the availability of CLIL to the public are not perceived as challenging, which indicates strong foundational support from families and effective communication strategies. Similarly, maintaining student motivation and interest in CLIL is also not perceived as challenging, suggesting that students are receptive to and engaged with CLIL methodologies.

Support from national bodies, school leadership, and the local community, as well as accessing guidance and training, providing incentives for teachers, and establishing and maintaining collaboration between content and language teachers are all considered somewhat challenging. These areas highlight the need for measures to enhance advocacy, professional development, and collaborative frameworks.

Finding qualified CLIL teachers, which is rated as somewhat challenging, points to a moderate gap in the availability of adequately trained educators. This challenge is compounded by the difficulty of finding appropriate CLIL materials, which is considered challenging, and developing these materials, which is seen as very challenging. These point to a need for resource development and curriculum design tailored to CLIL. Also, obtaining funding for CLIL provision is regarded as very challenging, which implies that financial constraints may emerge as a barrier to CLIL's broader implementation and sustainability.

Luxembourg (ME)

In Luxembourg, the term ME is used across all levels of schooling from pre-primary to tertiary education. Other labels are also used in pre-primary (immersion, BE), secondary (CLIL), and tertiary (CLIL, EMI) education. The term CLIL is used by some institutions throughout Luxembourg, but it is not an official term used in school programs and not systematically adopted.

ME in Luxembourg

In Luxembourg, ME stands as a foundational component of the educational system, offered at both primary and secondary levels. At both levels, ME is offered in both foreign/second language and subject area classes. In primary education, a cross-curricular/thematic approach is also used. Course materials are created by teachers.

The implementation of ME in Luxembourg is regulated by national policy documents. The Ministry of National Education and Professional Training (MENJE) defines ME as an educational strategy aimed at developing students' metalinguistic awareness, plurilinguistic and pluricultural sensitivity, and enhancing their knowledge and skills in different languages. This includes languages that are not among the primary mediums of instruction.

In Luxembourg, the education system is inherently multilingual from the outset. Luxembourgish became an official language in 1984, and the 2010 education program further solidified the notion of ME. Luxembourg's ME policy documents advocate for a gradual transition from the main language of instruction to the target language across educational levels, promoting a multilingual teaching approach from preschool through primary school, with a more monolingual focus in secondary education.

Luxembourgish, French, and German are the most commonly offered languages. During preschool, the primary languages of instruction are Luxembourgish and French, which are not the first languages for the majority of children. Additionally, other languages may be introduced to foster language awareness. In primary education, spanning grades 1 to 6, students learn to read and write in German, which also serves as the primary language for teaching core subjects such as German Language Studies, Mathematics, and Society/Nature-related topics. Starting in the second grade, French is introduced as a written language. Luxembourgish, while predominantly used for non-academic communication within schools, is often also the/a main language in the classroom. As students progress to secondary education, the instructional language for Mathematics transitions from German to French starting in grade 7. By grade 9, French becomes the language of instruction for all other subjects previously taught in German.

Although there are policies and recommendations for multilingual and plurilingual practices in educational contexts, with a notable emphasis on multilingual teaching in preschool and primary school, secondary education tends to be more monolingual. However, language switching, particularly to Luxembourgish, still occurs, illustrating the linguistic diversity in classrooms.

With the acknowledgment of the challenges some students face with German or French, recent political reforms have been implemented to provide more language support. This includes some secondary schools maintaining German as the language of instruction and some primary schools offering classes on literacy acquisition in French.

Over the past decade, there has been a notable increase in ME implementation, with both public and private schools across urban and rural areas offering these programs. The

program is fully government-funded. That is, ME in Luxembourg is characterized by its inclusivity and accessibility, available to all students.

To get an overall view of which subjects tend to be taught through ME, the respondents were asked to estimate, based on a list of subjects provided, how frequently different subjects are taught through ME. The responses show that within the ME provision, all subjects offered in the primary education curriculum are also typically offered through ME. In secondary education, on the other hand, although it is possible for all subjects to be taught using ME, certain subjects such as Religion/Ethics, Physical Education, Health Education/Well-being, Music, and Art are more commonly included in ME provision than others.

ME Student Profiles

At the primary education level, there are no selection criteria for accessing ME, and therefore it is accessible without specific entry requirements. This non-selective policy continues into secondary education. However, it is noted that secondary education in Luxembourg is competitive and that the esteem of the secondary education branch correlates inversely with the provision of ME.

Existing data suggests that all socioeconomic levels are proportionately represented among students in ME. It is noted that SES often correlates with different language groups and that German can be a significant challenge for students depending on their first language and socioeconomic background.

ME Teacher Profiles

In primary education, multilingual subjects are taught by generalist or class teachers with a bachelor's degree in general education. These teachers are required to meet certain language proficiency requirements, assessed through in-house language proficiency tests developed by the institution.

In ME, secondary education subjects are primarily taught by teachers who hold master's degrees in language teaching or subject teaching. These educators must possess a university degree in the target language, to ensure a high level of proficiency necessary for teaching in a multilingual context.

Factors Affecting ME Provision

The questionnaire additionally asked experts to estimate the degree of challenge associated with various factors which research suggests may present challenges in the implementation of ME. Table 36 shows the results for Luxembourg.

Support for ME from national bodies and policymakers is considered challenging, reflecting potential policy barriers. On the other hand, support from school leadership, parents, and the community are viewed as somewhat challenging, indicating moderate obstacles that might require targeted outreach and advocacy efforts. Communicating the availability of ME to the general public is not seen as challenging, which could suggest some effective communication channels are already in place.

Finding and developing appropriate ME materials, as well as assessing students within these programs, are seen as somewhat challenging. This reflects moderate difficulties in curriculum development and evaluation.

The recruitment of qualified teachers for ME is seen as challenging, which indicates a need for specialized training in this area. Similarly, maintaining teacher and student motivation, and establishing and maintaining collaboration between content and language teachers are considered challenging, which points towards a need for improved collaborative frameworks and for strategies that foster sustained engagement and interest.

Table 36. Levels of challenge reported regarding the implementation of ME in Luxembourg

Category	Factors Affecting ME Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	🔴
	Getting support from school leadership (e.g., administrators)	🟡
Community and Stakeholder Engagement	Getting support from parents	🟡
	Getting community support (e.g., local government, municipality)	🟡
	Communicating the availability of ME provision to the public	🟢
Student Engagement and Diversity	Maintaining student motivation and interest in ME	🔴
	Accommodating ME students' diversity (e.g., cultural, linguistic, academic)	🟡
Assessment	Assessing students' learning within ME provision	🟡
Acquisition of Funding	Obtaining funding for ME provision	🟡
Teacher Development and Support	Finding teachers qualified to teach ME	🔴
	Maintaining teacher motivation and interest in ME	🔴
	Providing effective incentives for ME teachers	🟢
	Accessing guidance and training on ME implementation	🟡
Material Development	Finding appropriate ME materials	🟡
	Developing appropriate ME materials	🟡
Collaboration and Teamwork	Establishing collaboration between content and language teachers	🔴
	Maintaining collaboration between content and language teachers	🔴

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ⚫ Very Challenging; ⊗ No response

Malta (BE)

The labels BE and ME are used in all levels of schooling in Malta, from pre-primary to tertiary education.

The National Literacy Strategy for All in Malta and Gozo (Ministry for Education and Employment, 2014) identifies the purpose of their bilingual policy as follows: "One of the essential elements of a bilingual country is the ability of its people to switch easily between languages. This capability is valuable because it allows people in Malta, wherever possible, access to both Maltese and English and other languages. Such a policy enables also access to a wide and varied linguistic heritage and provides learners in Malta with a head start in literacy skills that can be further developed and applied to European and world languages." (p. 28). In relation to educational provision, the same emphasis on English and the ability to flexibly use two languages is repeated in the language policy for the early years in Malta and Gozo (Ministry for Education and Employment, 2016), which states that "Maltese and English are the languages of schooling in Malta. It is important for children to acquire and learn these two languages to develop their language and cognitive skills to be able to make progress in the learning areas. All children should have the opportunity to develop these two languages, whenever possible." (p. 9).

BE in Malta

BE is governed and regulated at both the national and school levels, with national curricular documents providing the framework for its implementation. The target languages for BE are the national languages, specifically Maltese and English, reflecting the importance of both languages in the national education system. Despite the presence of policy documents related to BE, there is no promotion of a particular approach within these documents, suggesting a level of autonomy in how BE is implemented in schools. Also, there are no specific restrictions mentioned regarding the subjects that can be taught through the target language.

The rationale for implementing BE includes a wide array of objectives such as promoting multilingualism and plurilingualism, proficiency in the target language, increasing employability and mobility, enhancing foreign and additional language learning, language and plurilingual awareness, intercultural and pluricultural awareness, improving learning outcomes, disciplinary literacy in another language, and boosting academic prospects.

BE was first introduced before 1990 and has seen an increase in implementation over the last decade. It is offered in both public and private schools and is evenly distributed across urban and rural areas. At the secondary level, it is offered in both academically-oriented and practically-oriented programs. BE is primarily government-funded, with supplementary support from tuition fees. It is available to all students, which is a result of its mainstream status within the educational system.

BE is offered at both primary and secondary levels in a cross-curricular/thematic way. In their classes, BE teachers utilize materials that are not originally intended for BE and create their own resources.

The respondents were also asked to estimate, based on a list of subjects provided, the frequency of these subjects within the bilingual provision. According to the responses, all subjects included in the curriculum are generally available for BE instruction in both primary and secondary education, reflecting the widespread implementation of BE in the two national languages as pointed out above. Only subjects focused on the target language itself are somewhat less commonly included in bilingual provision.

BE Student Profiles

The inclusivity of BE in Malta is also represented in student selection. BE is accessible to all students in both primary education and secondary education, with no selection criteria in place.

BE Teacher Profiles

In primary education, generalist or class teachers, who are expected to handle most subjects, deliver BE. These teachers are required to have a bachelor's degree in general education. To ensure language proficiency, primary teachers must hold a university degree in the target language.

At the secondary level, both content and language teachers are responsible for teaching bilingual subjects. Secondary teachers are required to have a bachelor's degree in subject teaching. Additionally, they must meet a minimum language proficiency requirement of C1, verified either through nationally-developed tests or a university degree in the target language.

As for professional development, pre-service teachers preparing to teach in bilingual settings have access to specialized courses within larger teaching degree programs, which focus on the development of methodological competence for BE. In-service teachers also have opportunities for professional growth through stand-alone courses and thematic seminars. These professional development activities focus on enhancing methodological competence for BE.

Factors Affecting BE Provision

The questionnaire additionally asked experts to estimate the degree of challenge associated with various factors which research suggests may present challenges in the implementation of BE. Table 37 shows the results for Malta.

In Malta, the implementation of BE programs is met with a mix of challenges and areas where support exists. Notably, securing backing from national bodies, policymakers, and school leadership is not deemed challenging, indicating strong institutional and administrative support for BE initiatives. Similarly, finding qualified teachers and accessing guidance and training for BE implementation are considered areas without significant difficulties.

However, garnering support from parents and the broader community is perceived as challenging, which points to a gap between institutional support and community engagement. Communicating the availability of BE to the general public is also rated as somewhat challenging. These suggest a need for targeted outreach and communication strategies to bridge the gap.

Providing effective incentives for teachers, finding and developing appropriate materials, assessing student learning, accommodating student diversity, and obtaining funding present moderate challenges.

Maintaining the motivation and interest of both teachers and students, along with establishing and maintaining collaboration between content and language teachers, are identified as challenging. These challenges show that future efforts should be directed at creating a supportive and collaborative environment to foster sustained engagement.

In brief, while there is substantial support for BE at the policy and administrative levels, efforts directed at enhancing community support, teacher and student engagement, and teacher collaboration are needed for facilitating the implementation of BE.

Table 37. Levels of challenge reported regarding the implementation of BE in Malta

Category	Factors Affecting BE Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	🟢
	Getting support from school leadership (e.g., administrators)	🟢
Community and Stakeholder Engagement	Getting support from parents	🔴
	Getting community support (e.g., local government, municipality)	🔴
	Communicating the availability of BE provision to the public	🟡
Student Engagement and Diversity	Maintaining student motivation and interest in BE	🔴
	Accommodating BE students' diversity (e.g., cultural, linguistic, academic)	🟡
Assessment	Assessing students' learning within BE provision	🟡
Acquisition of Funding	Obtaining funding for BE provision	🟡
Teacher Development and Support	Finding teachers qualified to teach BE	🟢
	Maintaining teacher motivation and interest in BE	🔴
	Providing effective incentives for BE teachers	🟡
	Accessing guidance and training on BE implementation	🟢
Material Development	Finding appropriate BE materials	🟡
	Developing appropriate BE materials	🟡
Collaboration and Teamwork	Establishing collaboration between content and language teachers	🔴
	Maintaining collaboration between content and language teachers	🔴

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ⚫ Very Challenging

The Netherlands (BE)

In the Netherlands, school subjects are not taught through foreign/additional languages at the pre-primary level. At the primary and secondary levels, the terms BE and CLIL are used.

The terms CLIL and BE are often used interchangeably to describe educational programs where the curriculum is delivered partly in English and partly in Dutch. Officially, these programs are called "bilingual primary education" ('tweetalig primair onderwijs' or 'TPO') for primary level or BE ('tweetalig onderwijs' or 'TTO') for secondary education, including lower secondary, upper secondary, and vocational colleges. However, sometimes, in informal or international contexts, the term CLIL or "CLIL schools" is used. In fact, in the national standards for BE, CLIL is identified as a key component. In those standards, CLIL is not about the organization of the program across different languages; rather, it is conceptualized as a teaching approach within the program that emphasizes language learning. In essence, despite the dual terminology, the two terms (BE and CLIL) refer to the same educational approach in the Netherlands.

Under 'secondary education' are BE programs and standards for pre-university and general education (VWO and HAVO), to pre-vocational education (VMBO) and to vocational college (MBO). These fall under three different sets of standards for BE, but their parameters and practices are substantially similar. Any differences that exist are outlined below.

BE in the Netherlands

In the Netherlands, BE is available in both primary and secondary education. It is offered in both foreign/second language and subject area classes, as well as in a cross-curricular/thematic approach. The target language is almost always English, with German offered only in a specific vocational college context. The emphasis in BE is on teaching non-language subjects such as History, Biology, and Physical Education in English, alongside a content-oriented curriculum for English language classes focusing on literature, language arts, and aspects of global citizenship. In this sense, English teachers are also CLIL teachers. Also, English teachers in bilingual schools are expected to support their non-language teacher colleagues, which means they are equally heavily involved in the bilingual program as teachers of other subjects. Materials for BE are available from publishers, but teachers also adapt and create their own materials.

Official policy documents do not offer a concise definition of BE but describe it as an approach to secondary education where 30-50% of the curriculum is delivered in a foreign language (almost always English), with an added focus on internationalization and global citizenship. There are no official documents or parameters regarding the curriculum taught in bilingual schools, and in that sense, they do not differ from other schools in the Netherlands.

The framework governing bilingual primary education specifies that English serves a medium of communication in various learning areas and activities. The main aim is to enhance English proficiency, global citizenship, and personal growth among learners, yet the rationale for implementing BE in the Netherlands also include promoting internationalization, intercultural/pluricultural awareness, and enhancing learners' soft skills. Schools that meet certain BE Standards, which include criteria relating to exam results, curricular time in English, language proficiency among teachers and students, CLIL and global citizenship in classroom teaching, international collaboration, and school vision on personal growth are awarded an official kitemark following an accreditation process.

The Netherlands' policies on BE also emphasize the promotion of multilingual awareness among students. At the primary level, the quality framework suggests that students should

be conscious of their own multilingualism and their multilingual learning environment. Secondary education standards require schools to have a clear policy on the use of English in BE and to include this policy in the evidence provided to the audit committee. Most schools commonly adopt an exclusive use of English for subjects selected for BE. While schools are also encouraged to have a policy regarding target language use in other foreign language classes, there are currently no guidelines regarding multilingual/plurilingual practices specifically, nor any reference to the role of home languages.

At the secondary level, national standards for BE in both pre-academic/general and pre-vocational programs mandate that instruction through the target language encompasses a broad range of subjects. These subjects include Sciences and Mathematics, Social Sciences and Humanities, as well as practical disciplines. In lower secondary education, between 30-50% of subjects are required to be taught entirely in English. This requirement adjusts for upper secondary schools, where about 25% of subjects should be taught in English, typically those assessed internally rather than through centralized final exams, which remain in Dutch. Some schools may choose to discontinue BE in the senior years. On the other hand, in vocational programs, 50% of teaching and learning, including practical subjects and internships, should be conducted in the target language, but they have flexibility to choose the subjects they wish to teach in the target language.

While BE is offered in both academically and practically-oriented programs in secondary schools, it has a clearer emphasis on more academic programs. There are currently around 134 schools in the national network of bilingual secondary schools, of which around 126 offer BE in the pre-university program, 120 in the general program, and 34 in a pre-vocational program. There are currently around 10 accredited bilingual programs at vocational colleges.

Introduced before 1990, BE has seen an increase in implementation over the last decade. However, it is still accessible to a subset of students, limited by geographical (with 134 of around 648 secondary schools in the Netherlands offering BE, not all students live near or near enough to a bilingual school) and programmatic factors (as the compulsory tracking from the start of lower secondary education means that the uneven distribution of BE across academically versus practically-oriented programs result in some students not having the opportunity to transfer to bilingual programs).

BE is offered exclusively in public schools and is evenly distributed across urban and rural areas, without a clear bias towards either. Funding for these programs comes from the government's lump sum provided to all Dutch public schools, allowing schools discretion over the allocation of funds towards bilingual programs. The level of parental contribution, which ranges between 150 and 900 euros, is intended for additional projects, activities, teacher professional development, exchange programs, and international examinations, among others. Since 2020, these contributions have been voluntary, with funds available to support families unable to pay, though families with more means can also opt out. This applies to pre-academic, general and pre-vocational bilingual programs. Bilingual programs in vocational colleges are paid for entirely through the colleges' existing funds.

To get an overall view on which subjects tend to be taught through BE, the respondents were asked to estimate, based on a list of subjects provided, the frequency of these subjects within BE provision. The responses from the Netherlands show that at the primary level, BE is typically implemented in target language classrooms, and sometimes also in non-language subjects that are offered in the primary level curriculum, except Religion/Ethics subjects, which are never taught through BE.

In secondary education, in addition to target language subjects, a wider range of subjects can be offered through BE. While all subjects listed are indicated, there seems to be a

tendency to more typically offer Mathematics/Numeracy, Natural Science (e.g. Biology, Chemistry, Physics), Social Studies (e.g. History, Geography, Civics) and Physical Education in BE provision. Similarly, BE programs also usually include a final research project.

BE Student Profiles

In the Netherlands, BE in primary education follows an open-access policy for all students, with no specific selection criteria. However, at the secondary level, access becomes selective within some programs, and motivation plays a key role in student selection. While, technically, schools cannot select students based on tests or prior achievement, some do ask students to demonstrate that they are really motivated for the program, via a letter and/or interview, with the intention being to prevent parents from pushing children into the decision. Despite this, there are indications that some schools may still informally consider standardized test scores or language aptitude, although there is no official data on this.

There is no information available regarding the socioeconomic level of students in BE programs; therefore, demographic reach and inclusivity of these programs remain unquantified.

BE Teacher Profiles

For primary education, generalist or class teachers are responsible for delivering bilingual subjects. They must possess a bachelor's degree in general education. A certificate of language proficiency in the target language is also required, typically validated by international tests. They need to meet a minimum C1 proficiency for reading, listening, and speaking, and a B2 for writing. In secondary education, mostly content teachers deliver BE. They are required to have a bachelor's degree in subject teaching and a certificate of language proficiency. According to the national BE standards, a B2 proficiency level is required, but the majority of schools require teachers to achieve at least C1 level. Teachers can demonstrate their proficiency through either international language tests or a university degree in the target language. It should be noted that while teachers need to have a language certificate, this is not a requirement in order to begin teaching in BE; rather, many teachers study for a language qualification as part of their professional development, while they are already teaching bilingual classes.

As for professional development, both pre-service and in-service teachers have multiple opportunities for professional development in BE. Pre-service teachers can engage in specialized degrees or courses within larger teaching programs, as well as thematic seminars, which focus on developing both language proficiency and methodological competence for BE. In-service teachers also have access to stand-alone courses and thematic seminars, which are geared toward enhancing their language proficiency and methodological competence for BE.

Factors Affecting BE Provision

The questionnaire additionally asked experts to estimate the degree of challenge associated with various factors which research suggests may present challenges in the implementation of BE. Table 38 shows the results for the Netherlands.

Support for BE from school leadership, parents, and the local community are viewed as not challenging, which reflects a strong base of institutional and familial support. Similarly, communicating the availability of BE, accessing guidance and training, providing effective

incentives, and maintaining teacher motivation are all considered not challenging. These point to a positive environment for educators and program implementation.

Securing support from national bodies and policymakers, maintaining student motivation and interest, as well as establishing and maintaining collaboration between content and language teachers are viewed as somewhat challenging. These suggest that while engagement and advocacy at higher levels of governance are currently available, there is room for their further improvement.

On the other hand, finding qualified teachers, developing and finding appropriate materials, assessing student learning, and accommodating the diversity of students are all considered challenging. These aspects point towards resource and pedagogical gaps that need addressing. Additionally, obtaining funding for BE provision is viewed as challenging, which means that there are financial barriers. The return to Dutch-medium in senior years, organizing meaningful international collaborations, and demonstrating personal growth through BE, as required by the BE standards, are all seen as challenging, and these emerge as specific programmatic and curricular hurdles that require strategic focus in the further development of BE.

Table 38. Levels of challenge reported regarding the implementation of BE in the Netherlands

Category	Factors Affecting BE Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	🟡
	Getting support from school leadership (e.g., administrators)	🟢
Community and Stakeholder Engagement	Getting support from parents	🟢
	Getting community support (e.g., local government, municipality)	🟢
	Communicating the availability of BE provision to the public	🟢
Student Engagement and Diversity	Maintaining student motivation and interest in BE	🟡
	Accommodating BE students' diversity (e.g., cultural, linguistic, academic)	🔴
Assessment	Assessing students' learning within BE provision	🔴
	Showing how personal growth is supported through BE (as required in the BE standards	🔴
Acquisition of Funding	Obtaining funding for BE provision	🔴
Teacher Development and Support	Finding teachers qualified to teach BE	🔴
	Maintaining teacher motivation and interest in BE	🟢
	Providing effective incentives for BE teachers	🟢
	Accessing guidance and training on BE implementation	🟢
Material Development	Finding appropriate BE materials	🔴
	Developing appropriate BE materials	🔴
Collaboration and Teamwork	Establishing collaboration between content and language teachers	🟡
	Maintaining collaboration between content and language teachers	🟡
	Organizing meaningful international collaborations (as required in the BE standards)	🔴
Other	Returning to Dutch-medium in senior years (due to central final exams in Dutch)	🔴

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ⚫ Very Challenging

North Macedonia (CLIL)

In North Macedonia, school subjects are taught through Macedonian, not through a foreign language, at public/state schools at all levels of education. English as a foreign language is offered at the primary level starting from grade one. At grade six, a second foreign language is offered (Germán, French, Italian).

The practice of using English, German, or French language as a language of instruction occurs in private schools, and in those schools, where almost all school subjects (except for History) are offered through the foreign language, it can be labeled as CLIL.

CLIL in North Macedonia

In North Macedonia, CLIL is a teaching approach found in some private schools, with no implementation in public schools. In private schools, CLIL is offered in both foreign/second language and subject area classes, and the most common languages of CLIL are English, German and French.

The main reasons for the implementation of CLIL include promoting proficiency in the target language, enhancing foreign/additional language learning, and increasing language/plurilingual and intercultural/pluricultural awareness.

Despite the presence of CLIL in the educational landscape, there are no specific official policy documents defining CLIL within the country. Governance and regulation occur at both the national and school levels, with guidance provided through national curricular documents and school-internal curricular documents. CLIL is typically offered in more academically-oriented programs, with the only subject restriction being that History must be taught in Macedonian.

CLIL was first introduced in North Macedonia between 2000 and 2004. However, there is no public or published data on the trend of CLIL implementation over the last decade. CLIL programs, offered in private schools, are mainly located in urban areas, and funding for CLIL comes from tuition fees paid by students attending these private institutions. Therefore, the availability of CLIL is limited to a very small, select group of students. Resources used in CLIL classrooms include materials from publishers specifically for CLIL as well as resources adapted or created by CLIL teachers.

The CLIL approach in private schools emphasizes teaching all CLIL subjects entirely in the target language. If a private school implements CLIL, all subjects are taught in the CLIL language, with the exception of History, which must be offered in Macedonian.

CLIL Student Profiles

At the primary level, CLIL is accessible to all students without any selection criteria. In contrast, at the secondary level, access to CLIL programs is selective, with all programs requiring evidence of target language proficiency. This proficiency is assessed through various means, including international language proficiency tests, nationally-developed tests, and institution-specific assessments. The minimum requirement for entry into CLIL at this level is B1 proficiency.

CLIL Teacher Profiles

In both primary and secondary education, CLIL subjects are mostly taught by dual-qualified teachers who possess both subject matter expertise and language proficiency. The

requirement for these teachers includes a certificate of language proficiency in the target language and a bachelor's degree in subject teaching. Teachers must meet a minimum language proficiency requirement of B2, which can be verified through international or nationally-developed language proficiency tests.

In North Macedonia, there are no pre-service trainings specifically targeting CLIL. However, for in-service teachers, professional development is available through stand-alone courses and thematic seminars, which are targeted at developing the teachers' language proficiency.

Factors Affecting CLIL Provision

The questionnaire additionally asked CLIL experts to estimate the degree of challenge associated with various factors which research suggests may present challenges in the implementation of CLIL. Table 39 shows the results for North Macedonia.

Table 39. Levels of challenge reported regarding the implementation of CLIL in North Macedonia

Category	Factors Affecting CLIL Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	●
	Getting support from school leadership (e.g., administrators)	🔴
Community and Stakeholder Engagement	Getting support from parents	🔴
	Getting community support (e.g., local government, municipality)	●
	Communicating the availability of CLIL provision to the public	●
Student Engagement and Diversity	Maintaining student motivation and interest in CLIL	●
	Accommodating CLIL students' diversity (e.g., cultural, linguistic, academic)	●
Assessment	Assessing students' learning within CLIL provision	●
Acquisition of Funding	Obtaining funding for CLIL provision	●
Teacher Development and Support	Finding teachers qualified to teach CLIL	●
	Maintaining teacher motivation and interest in CLIL	●
	Providing effective incentives for CLIL teachers	●
	Accessing guidance and training on CLIL implementation	●
Material Development	Finding appropriate CLIL materials	●
	Developing appropriate CLIL materials	●
Collaboration and Teamwork	Establishing collaboration between content and language teachers	●
	Maintaining collaboration between content and language teachers	●

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ● Very Challenging

As the table shows, the implementation of CLIL seems to present uniformly very challenging obstacles across various facets, spanning from securing essential support from national bodies, policymakers, school leadership, parents, and local communities to the operational aspects such as recruiting qualified teachers, maintaining motivation among teachers and students, and facilitating effective collaboration. Similarly, the development and acquisition of appropriate CLIL materials, alongside communicating the program's availability, accessing specialized training, assessing student learning, and accommodating diversity within the student body, are all regarded as posing big challenges.

Given that CLIL provision is not yet a widespread element of the educational landscape, such challenges are not unexpected. However, these findings also indicate that there is a need, particularly as a starting point, for comprehensive policy documents and teacher education programs to adequately support schools in offering CLIL.

Poland (BE)

In Poland, at the pre-primary level, there is no formal teaching of school subjects through foreign or additional languages; instead, young children are introduced to English through songs and games in kindergartens. From grade 1 of primary school, English Language (EFL) lessons become obligatory. BE (the term used in official documents) is introduced at the primary level, specifically in grades 7 or 8, within the 8-grade primary school system. Research papers offering an overview of CLIL provision in Poland (e.g., Czura & Papaja, 2013; Czura, Papaja,& Urbaniak, 2009) state that CLIL is termed as BE (nauczanie dwujęzyczne) in Poland. At the tertiary level, the model shifts to EMI, which refers to the use of English to teach content subjects without the explicit language learning focus found in BE.

BE in Poland

In Poland, BE at both the primary and secondary levels is delivered in foreign/second language and subject area classes.

BE is governed at the national level. According to the official Ministry of Education documents, BE is defined within the framework established by the Law of September 7, 1991. This law sanctions the existence of middle and high schools providing BE and outlines that instruction can be carried out in Polish and a modern foreign language (with English being the most common, followed by German and Spanish). There are restrictions, too, in that certain subjects like the Polish language, and the history and geography of Poland cannot be taught in the foreign language. Despite the presence of policy documents related to BE, there is no promotion of a particular approach within these policies. Also, there are no specific policies or recommendations regarding the use of monolingual versus multilingual practices in BE contexts.

The implementation of BE in Poland is driven by various objectives, including promoting proficiency in the target language, fostering internationalization, increasing employability and mobility, enhancing foreign/additional language learning, and boosting intercultural/pluricultural awareness.

Introduced between 1990 and 1994, the implementation of BE in Poland has remained constant over the last decade. Bilingual programs are available in both public and private schools. However, as they are available predominantly in urban areas, BE in Poland is accessible only to some students. Funding for these programs is provided by the government for public schools, while private schools are funded by tuition fees.

To get an overall view of which subjects tend to be taught through BE, the respondents were asked to estimate, based on a list of subjects provided, the frequency of these subjects within BE provision. The representatives from Poland stated that although there are guidelines on which subjects can be taught through CLIL, they were unable to offer an overview of the more frequently taught CLIL subjects due to the absence of relevant statistics.

BE Student Profiles

For both primary and secondary education, all bilingual programs require selection criteria for student access. These criteria are based on aptitude tests. However, the tests are conducted in Polish, which may disadvantage students from poorer families or minority groups who may have lower linguistic skills in L1, which means these students have a lower chance of getting into a BE program.

BE Teacher Profiles

In both primary and secondary education, both content and language teachers are responsible for BE. Content teachers must have a university degree in their subject as well as language skills at a B2 level or higher, although these skills are often not verified. Language teachers typically possess a Master's degree in English philology.

As for professional development, pre-service teachers have limited opportunities to prepare for teaching in bilingual settings. Universities do not commonly include BE in their teaching preparation programs. Where available, stand-alone courses and thematic seminars focus on developing target language proficiency. In-service teachers have access to professional development through stand-alone courses and seminars. These training opportunities aim to enhance both language proficiency and methodological competence for BE.

Factors Affecting BE Provision

The questionnaire additionally asked experts to estimate the degree of challenge associated with various factors which research suggests may present challenges in the implementation of BE. Table 40 shows the results for Poland.

Table 40. Levels of challenge reported regarding the implementation of BE in Poland

Category	Factors Affecting BE Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	🔴
	Getting support from school leadership (e.g., administrators)	🔴
Community and Stakeholder Engagement	Getting support from parents	🔴
	Getting community support (e.g., local government, municipality)	🟡
	Communicating the availability of BE provision to the public	🟡
Student Engagement and Diversity	Maintaining student motivation and interest in BE	🟡
	Accommodating BE students' diversity (e.g., cultural, linguistic, academic)	🟡
Assessment	Assessing students' learning within BE provision	🔴
Acquisition of Funding	Obtaining funding for BE provision	🟢
Teacher Development and Support	Finding teachers qualified to teach BE	⚫
	Maintaining teacher motivation and interest in BE	🔴
	Providing effective incentives for BE teachers	⚫
	Accessing guidance and training on BE implementation	🔴
Material Development	Finding appropriate BE materials	⚫
	Developing appropriate BE materials	🔴
Collaboration and Teamwork	Establishing collaboration between content and language teachers	🔴
	Maintaining collaboration between content and language teachers	🔴

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ⚫ Very Challenging

The responses show different levels of challenges across factors impacting the implementation of BE. Firstly, recruitment of qualified teachers and providing them with effective incentives, and finding appropriate materials for BE are deemed very challenging. These point towards critical issues in workforce development and teacher retention strategies, and the availability of suitable educational resources.

Support from national bodies, policymakers, school leadership, and parents is consistently viewed as challenging, which suggests that barriers exist at both the policy and community levels. Developing materials and assessing students' learning within bilingual programs, and establishing and maintaining collaboration between content and language teachers are considered equally challenging. Recognition of such challenges implies that BE teachers need support in terms of curriculum development, in-class assessment, and opportunities for collaboration.

On the other hand, obtaining community support and communicating the availability of BE to the public are seen as somewhat challenging, indicating that issues in raising awareness and securing broader community engagement are at moderate levels. Interestingly, obtaining funding for BE provision is not considered challenging, suggesting that despite the various perceived difficulties, financial support for such programs may be more readily available.

Serbia (BE)

In Serbia, school subjects are not taught through foreign/additional languages at the pre-primary level. In primary and secondary education, the term BE, and at the tertiary level, EMI is used. The term CLIL known in Serbian as "Integrisano učenje sadržaja i jezika" or "Integrisano učenje jezika i stručnih sadržaja," may be used particularly in secondary vocational schools. In the Serbian context, there is not always a clear-cut differentiation between BE and CLIL as BE provision may also be conceptualized as implementing CLIL, even if CLIL is not explicitly referenced in policy documents (Lazarević, 2022, p. 571).

At the tertiary level, for Bachelor's, Master's, and PhD studies, the term EMI is used, with its Serbian counterpart being "Nastava na engleskom jeziku." EMI involves teaching academic subjects entirely in English. Over 130 programs have been accredited to teach in English at both public and private universities in Serbia. Students wishing to enroll in these programs need to provide proof of their level of English proficiency, as determined by the individual higher education institutions. Unlike in bilingual programs, EMI instructors are not expected to provide language support. However, universities do offer separate courses in English for Specific Purposes. While subject matter teachers are not required to meet specific language prerequisites, some training has been provided by The Foundation Tempus, with support from the US Embassy in Belgrade, at the four largest state universities in Serbia.

BE in Serbia

BE in Serbia is governed and regulated at the national level, with national curricular documents guiding its implementation. The target languages for BE in Serbia include English, French, and German, which indicates a preference for languages with broad international usage and academic relevance. There are no official restrictions on which subjects can be taught in the target language, except in students' first language classes.

In Serbia, BE is provided at both primary and secondary levels, primarily within subject area classes. It is available in both academically-oriented programs and practically-oriented programs at the secondary level. In BE programs, certain subjects—often the STEM subjects—are taught in both the students' native language and a foreign language (e.g., English, French, German). It typically involves teaching subjects partly in the target language and partly in the main language of instruction. The curriculum mandates that 30-45% of the syllabus/subject content be taught in the foreign language. The materials for BE classes are created by teachers or adapted by them from resources aimed at non-BE.

The implementation of BE in Serbia aims to promote proficiency in the target language, internationalization, employability, and mobility. It also seeks to improve intercultural/pluricultural awareness, learning outcomes, disciplinary literacy in another language, academic prospects such as studying abroad, and personal, social, and professional development. Official policy documents specifically define BE as an opportunity for students to gain intercultural and interdisciplinary openness alongside intensive improvement in the foreign language used for specific subject teaching and learning.

BE was first introduced in Serbia between 2000 and 2004. However, there is no public or published data on the general trend in BE implementation over the last decade. Bilingual programs are offered in both public and private schools but predominantly in urban areas, which limits its availability to only a small, select group of students.

The expert respondents were also asked to estimate, based on a list of subjects provided, how typically the subjects are offered through BE provision. The responses show a clear prevalence, at both primary and secondary level BE programs, for offering

Mathematics/Numeracy, Natural Science (e.g. Biology, Chemistry, Physics) and Technology (e.g. Information Technologies, Software) through the target language, whereas the provision of other curricular subjects, including target language subjects, is uncommon or unavailable.

BE Student Profiles

For both primary and secondary education, admission to BE programs is contingent on meeting target language proficiency requirements. BE starts for students at ages 12 and 13 in primary schools and students must demonstrate at least a CEFR A1 level of proficiency. At the secondary level, the official requirement is A2, but some grammar schools may ask for B1. Language proficiency is assessed through in-house tests developed by educational institutions.

There is no available data on the socioeconomic levels of students participating in these programs.

BE Teacher Profiles

Teachers of bilingual subjects at both primary and secondary levels are primarily content teachers. They are required to have a certificate of language proficiency in the target language and a master's degree in subject teaching. The minimum language proficiency requirement for teachers is set at a B2 level, which can be verified through international tests or nationally-developed language proficiency tests.

Despite these clear requirements for teachers, there are no specific training opportunities that target BE for pre-service teachers. However, in-service teachers have access to thematic seminars aimed at developing their methodological competence for BE.

Factors Affecting BE Provision

The questionnaire additionally asked experts to estimate the degree of challenge associated with various factors which research suggests may present challenges in the implementation of BE. Table 41 shows the results for Serbia.

The table shows that implementing BE faces a multifaceted set of challenges. Firstly, support from national bodies and policymakers is regarded as challenging, which suggests a considerable hurdle at the policy level. On the other hand, communication of bilingual programs to the general public and school leadership, parental, and community support are all considered somewhat challenging, which points towards a relatively positive outlook on grassroots level.

The responses indicate challenges relating to professional development, available skilled educators, and available materials as well as with recruitment of qualified BE teachers, accessing guidance and training, and developing and finding appropriate materials, all rated as very challenging. This is compounded by challenges in providing effective incentives for teachers and maintaining the motivation and interest of teachers, which are crucial for the sustainability of BE.

Maintaining effective collaboration between content and language teachers is also considered challenging, which points to the need for support for cooperative teaching. Lastly, obtaining funding for BE is deemed challenging. This suggests the existence of financial barriers that need to be overcome to support the growth of bilingual programs.

Table 41. Levels of challenge reported regarding the implementation of BE in Serbia

Category	Factors Affecting BE Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	🔴
	Getting support from school leadership (e.g., administrators)	🟡
Community and Stakeholder Engagement	Getting support from parents	🟡
	Getting community support (e.g., local government, municipality)	🟡
	Communicating the availability of BE provision to the public	🟡
Student Engagement and Diversity	Maintaining student motivation and interest in BE	🔴
	Accommodating BE students' diversity (e.g., cultural, linguistic, academic)	🟡
Assessment	Assessing students' learning within BE provision	🔴
Acquisition of Funding	Obtaining funding for BE provision	🔴
Teacher Development and Support	Finding teachers qualified to teach BE	⚫
	Maintaining teacher motivation and interest in BE	🔴
	Providing effective incentives for BE teachers	🔴
	Accessing guidance and training on BE implementation	⚫
Material Development	Finding appropriate BE materials	⚫
	Developing appropriate BE materials	⚫
Collaboration and Teamwork	Establishing collaboration between content and language teachers	🔴
	Maintaining collaboration between content and language teachers	🔴

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ⚫ Very Challenging

Slovakia (CLIL)

In Slovakia, at the pre-primary level, teaching through a foreign/additional language occurs only at private institutions and is labeled BE. In primary, secondary, and tertiary education, the labels CLIL, BE, and dual-language education are used.

In Slovakia, the concept of CLIL is not applied at the pre-primary education level. Foreign language education begins in primary school, with English language classes being compulsory, although other languages are also available.

BE in Slovakia typically includes instruction in a foreign language alongside compulsory Slovak language classes, ensuring students maintain proficiency in their mother tongue. The educational approach starts with developing foreign language competences in the first year, followed by the gradual introduction of other subjects taught in the foreign language. Eventually, the majority of subjects are taught exclusively in the foreign language. While there are BE institutions across pre-primary, primary, secondary, and tertiary levels, these are predominantly found in the private sector.

Pokrivčáková (2013, p. 5) states that in the Slovak context, CLIL represents a middle ground between what she calls the challenging BE, where certain subjects are taught in a foreign language, and the traditional and at times ineffective method of teaching foreign languages as separate academic subjects. However, it is also stated that "[t]o bring benefits of bilingual instruction to as many learners as possible, a method of CLIL (content language integrated learning) was emerged [sic] in Slovakia shortly after 2000" (Pokrivčáková, 2013,p. 16), which implies that while BE is viewed as a type of educational provision, CLIL is conceptualized as a method of delivering BE. CLIL in Slovakia aims to develop both language and subject knowledge, often integrating foreign language learning with subjects like Science and Social Studies. CLIL is primarily, but not exclusively, implemented in public primary and lower-secondary schools, targeting children aged 7 to 14. Some upper-secondary schools (in particular grammar schools) also provide CLIL lessons.

In post-secondary (higher education), the term CLIL is not used, but courses are sometimes offered in a foreign language (mainly English), depending on the study program. Additionally, some private universities offer programs entirely in a foreign language.

CLIL in Slovakia

In Slovakia, CLIL is implemented at both the primary and secondary levels, in foreign/second language and subject area classes as well as in a cross-curricular/thematic way. CLIL is usually regulated at the school level with guidance provided by school-internal documents, which reflects a degree of autonomy in how CLIL is implemented. However, there are also certain recommendations at the national level which include the following:

- Primary education teachers using CLIL must be qualified to teach the relevant foreign language.
- Foreign language integration in a subject must range between 25% and 33% of the subject's weekly hours.
- Subject knowledge is assessed only in the mother tongue; foreign languages are not assessed in non-linguistic subjects.
- Schools can apply CLIL to one or more non-language subjects, but the use of CLIL in language lessons is not recommended (but the questionnaire responses indicate that schools do not necessarily implement the latter recommendation)

Schools have the flexibility to choose CLIL if they have teachers willing to teach their subjects in a foreign language or those who have received CLIL training courses abroad. The languages most commonly used for CLIL in Slovakia are English, German, Spanish, and French. The resources used in CLIL classrooms vary, including publisher resources specifically for CLIL, adaptations of non-CLIL resources, and materials created by teachers.

The adoption of CLIL by schools is driven by various factors including the promotion of multilingualism and internationalization, increasing employability and mobility, enhancing language learning and awareness, and improving academic prospects and soft skills.

Introduced between 2000 and 2004, CLIL has seen an increasing trend in implementation over the last decade, with both public and (although less commonly) private schools offering CLIL programs, predominantly in urban areas. Funding models differ between public schools, which receive government funding, and private schools, which rely on tuition fees.

Over the past 15 years, the approach to CLIL has predominantly involved language teachers teaching it during language lessons. However, this trend has shifted in recent years due to the academic training of pre-service teachers, who now receive methodological CLIL courses. As a result, CLIL instruction in primary and secondary schools is increasingly being conducted in content subjects rather than solely in language lessons. Despite these advancements, Slovakia continues to face a shortage of both CLIL and foreign language teachers, particularly in English.

To obtain an understanding of CLIL subject offerings, the expert respondents were also asked to estimate how often several subject areas are taught through CLIL within CLIL provision (not the entire education system). The responses indicate that at the primary level, CLIL is typically implemented in target language classrooms, and it is also common in Natural Science (e.g. Biology, Chemistry, Physics) and Social Studies (e.g. History, Geography, Civics) subjects, as well. Occasionally, subjects such as Mathematics/Numeracy, Religion/Ethics, Physical Education, Health Education/Well-being, Technology, Music, and Art are taught through CLIL, though this is less common.

In secondary education, CLIL provision in target language subjects continues. Likewise, subjects associated with Natural Science, Social Studies as well as Home Economics are commonly offered through CLIL. It is also a common practice to teach Art and Music through CLIL in professional secondary schools focused on arts. Other subjects, such as Mathematics/Numeracy, Religion/Ethics, Physical Education, Technology, and Humanities (e.g., Philosophy) are occasionally taught through CLIL within secondary level CLIL provision.

CLIL Student Profiles

Information regarding selection criteria for access to CLIL provision or socioeconomic background of CLIL students is not available.

CLIL Teacher Profiles

In primary education, CLIL subjects are mainly taught by teachers who are required to hold a master's degree in language teaching, subject teaching, or general education. Additionally, these teachers must meet a minimum language proficiency requirement of B1, which can be demonstrated through a certificate, a state exam in the foreign language, or a teaching degree.

At the secondary level, the teaching of CLIL subjects is realized both by content and language teachers. Similar to primary education, secondary teachers are also required to

have a master's degree in language teaching, subject teaching, or general education. They must meet a higher language proficiency requirement of B2, as assessed by nationally-developed language proficiency tests or validated through a university degree in the target language.

In terms of professional development, pre-service teachers have various opportunities to prepare for teaching through CLIL, including specialized courses within teaching degree programs, stand-alone courses, thematic seminars, and international Erasmus teacher training programs. In-service teachers can also benefit from specialized courses, thematic seminars, and Erasmus training courses. The professional development opportunities for both pre-service and in-service teachers focus on developing their methodological competence for CLIL.

Factors Affecting CLIL Provision

The questionnaire additionally asked experts to estimate the degree of challenge associated with various factors which research suggests may present challenges in the implementation of CLIL. Table 42 shows the results for Slovakia.

Table 42. Levels of challenge reported regarding the implementation of CLIL in Slovakia

Category	Factors Affecting CLIL Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	●
	Getting support from school leadership (e.g., administrators)	🟡
Community and Stakeholder Engagement	Getting support from parents	🟢
	Getting community support (e.g., local government, municipality)	🔴
	Communicating the availability of CLIL provision to the public	🟡
Student Engagement and Diversity	Maintaining student motivation and interest in CLIL	🟡
	Accommodating CLIL students' diversity (e.g., cultural, linguistic, academic)	●
Assessment	Assessing students' learning within CLIL provision	●
Acquisition of Funding	Obtaining funding for CLIL provision	●
Teacher Development and Support	Finding teachers qualified to teach CLIL	🔴
	Maintaining teacher motivation and interest in CLIL	🔴
	Providing effective incentives for CLIL teachers	●
	Accessing guidance and training on CLIL implementation	🔴
Material Development	Finding appropriate CLIL materials	●
	Developing appropriate CLIL materials	●
Collaboration and Teamwork	Establishing collaboration between content and language teachers	🔴
	Maintaining collaboration between content and language teachers	🟡

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ● Very Challenging

In the implementation of CLIL, the responses reflect different levels of challenges across various domains. At the forefront, securing support from national bodies and policymakers, alongside providing effective incentives for CLIL teachers, and obtaining necessary funding are perceived as very challenging. This indicates substantial barriers at the policy and financial levels. Similarly, the tasks of finding and developing appropriate materials,

assessing students' learning effectively, and accommodating the diversity of CLIL students are viewed as very challenging, which point to pedagogical difficulties.

Community support and the recruitment of qualified teachers are seen to present considerable challenges, as does accessing guidance and training for CLIL implementation. These areas suggest difficulties in mobilizing community backing, ensuring a skilled teaching workforce, and providing adequate professional development. Moreover, maintaining teacher motivation and fostering effective collaboration between content and language teachers are seen as challenging. This suggests that efforts are needed to sustain educator engagement and interdisciplinary cooperation.

Areas that are perceived as relatively less challenging include communicating the availability of CLIL to the general public, maintaining student motivation and interest, and sustaining teacher collaboration. On a positive note, securing support from parents is not seen as a significant challenge. These observations suggest a favorable attitude towards CLIL among parents, existence of communication routes for informing the general public about CLIL, and general satisfaction among students in CLIL programs, and also imply that once teacher collaboration is established, it can be more easily maintained.

Slovenia (CLIL)

In the Slovenian context, the term BE is used in pre-primary education, while in primary and secondary levels, CLIL, BE, and ME are used. EMI is exclusive to tertiary education.

The distinctions among these terms within the Slovenian context are drawn as follows: BE is provided in the territory of the Italian and Hungarian minorities at the level of pre-primary and primary education, i.e., primary and secondary schools in Hungarian minority areas (bilingual classes in Slovene and Hungarian), Italian lessons for children with Slovenian as their first language on the Slovenian Coast. ME is provided solely in the form of projects introducing multilingualism in primary and secondary education, and also involves inclusive, pluralistic approaches for migrants. CLIL, primarily employed in select primary and secondary schools with Slovenian as the instruction language, adopts a 'Soft-CLIL' approach and is applied sporadically and unsystematically, except in public international grammar school departments where subjects are delivered in the target language (i.e., English) and junior high school classes with International Baccalaureate (IB) program. Lastly, EMI is exclusively used at the tertiary level, and involves offering academic subjects entirely in English within international study programs.

CLIL in Slovenia

The Law on Primary and Secondary Education identifies Slovenian as the language of instruction. Teaching of school subjects through foreign languages is permitted only in the context of foreign languages subjects, which hinders the overall implementation of CLIL and other multilingual approaches in other subjects at the national level. Although the main language of instruction is Slovenian, and despite the absence of specific regulation governing CLIL, policy documents contain general recommendations for multilingual practices including CLIL. Official policy documents in Slovenia endorse the introduction of modern and innovative approaches to language teaching, such as CLIL and intercultural and multilingual approaches. English and German are the most commonly offered languages for CLIL in Slovenia, which reflects a focus on widely used international languages.

In Slovenia, CLIL is adopted at both the primary and secondary levels. At the primary level, CLIL is incorporated into foreign/second language classes (mostly in English and in some schools in German), while at the secondary level, it extends to types of provision that involves both foreign/second language and subject area teaching, and is available in both academically and practically-oriented programs. The materials used in CLIL courses are created by teachers or adapted by them from resources aimed at other types of educational provision.

The adoption of CLIL in Slovenia is driven by objectives such as promoting multilingualism/plurilingualism, proficiency in the target language, internationalization, enhancing foreign/additional language learning, increasing language/plurilingual and intercultural/pluricultural awareness, improving learning outcomes, and enhancing disciplinary literacy in another language.

Introduced between 2000 and 2004, CLIL has seen an increase in implementation over the last decade, yet with the restriction that foreign language subject always needs to be involved, which means that typically CLIL is realized as cross-curricular activity, often in the form of projects. CLIL is mostly available in urban areas and offered in both public and private schools. CLIL programs are fully government-funded.

To obtain an overall view on which subjects tend to be taught through CLIL in different countries, the respondents were asked to estimate, based on a list of subjects provided, the

frequency of these subjects within CLIL provision. The responses show that at the primary level, CLIL is typically implemented in target language classrooms, and also sometimes other subjects that are available in the primary education curriculum including Mathematics/Numeracy, Natural Science (e.g. Biology, Chemistry, Physics), Social Studies (e.g. History, Geography, Civics), Technology (e.g., Information Technologies, Software), Music, and Art may be offered through CLIL.

In secondary education, like in primary education, CLIL provision is more common in target language classes, and understandably so, given the law that states that CLIL can only be offered in foreign language subjects. However, a wider range of subjects may be combined with language teaching and thus be offered through CLIL at the secondary level. Exceptions to this include Technology (e.g., Information Technologies, Software) and Physical Education.

CLIL Student Profiles

CLIL is open to all students, without any selection criteria either at the primary or the secondary level. However, information regarding the socioeconomic background of CLIL students is not available.

CLIL Teacher Profiles

For primary education, CLIL subjects are primarily taught by language teachers. These educators are expected to hold a certificate of language proficiency or a B.A. and/or M.A. degree in language teaching. At the secondary level, CLIL is delivered through a co-teaching model involving both language and content/generalist teachers. Secondary educators can come from different educational backgrounds, including B.A. in language teaching/subject teaching/ general education, and M.A. in language teaching/subject teaching.

In terms of professional development, pre-service teachers preparing to teach in CLIL contexts have access to specialized courses within larger programs and thematic seminars. These educational opportunities focus on developing methodological competence for CLIL. For in-service teachers, professional development is supported through thematic seminars, which are aimed at both enhancing target language proficiency and developing methodological competence for CLIL.

Factors Affecting CLIL Provision

The questionnaire additionally asked CLIL experts to estimate the degree of challenge associated with various factors which research suggests may present challenges in the implementation of CLIL. Table 43 shows the results for Slovenia.

The responses indicate that CLIL implementation is seen as facing a spectrum of challenges. Support from national bodies and policymakers, along with maintaining teacher motivation, establishing and maintaining collaboration between content and language teachers, finding and developing appropriate CLIL materials, accommodating CLIL students' diversity, and obtaining funding for CLIL provision are all viewed as very challenging. These areas thus highlight significant perceived obstacles in policy support, resource allocation, and program sustainability. The challenges extend to finding qualified teachers, communicating the availability of CLIL to the general public, accessing guidance and training, providing effective incentives, and maintaining student motivation, all of which are viewed as challenging. These aspects underscore the need for enhanced support systems, professional development, and engagement strategies.

Support from school leadership, parents, and the broader community, considered challenging to somewhat challenging, suggests a moderate level of difficulty in gaining local backing.

Overall, these responses indicate a landscape where implementing CLIL faces considerable perceived challenges across multiple dimensions.

Table 43. Levels of challenge reported regarding the implementation of CLIL in Slovenia

Category	Factors Affecting CLIL Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	●
	Getting support from school leadership (e.g., administrators)	🔴
Community and Stakeholder Engagement	Getting support from parents	🔴
	Getting community support (e.g., local government, municipality)	🟡
	Communicating the availability of CLIL provision to the public	🔴
Student Engagement and Diversity	Maintaining student motivation and interest in CLIL	🔴
	Accommodating CLIL students' diversity (e.g., cultural, linguistic, academic)	●
Assessment	Assessing students' learning within CLIL provision	🔴
Acquisition of Funding	Obtaining funding for CLIL provision	●
Teacher Development and Support	Finding teachers qualified to teach CLIL	🔴
	Maintaining teacher motivation and interest in CLIL	●
	Providing effective incentives for CLIL teachers	🔴
	Accessing guidance and training on CLIL implementation	🔴
Material Development	Finding appropriate CLIL materials	●
	Developing appropriate CLIL materials	●
Collaboration and Teamwork	Establishing collaboration between content and language teachers	●
	Maintaining collaboration between content and language teachers	●

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ● Very Challenging

Spain - Andalucía (CLIL)

In Andalucía, the labels CLIL, BE, and ME are used across pre-primary, primary, and secondary education. The distinctions among these terms relate to their varied usage across different groups and contexts. CLIL is a term primarily used by individuals from administrative and research communities when they are engaged in technical discussions. BE, on the other hand, is used by a wider community including teachers, parents, and students, as well as by administrators or researchers in informal contexts. ME refers specifically to educational programs that offer more than one foreign language within the CLIL framework.

CLIL in Andalucía

In Andalucía, CLIL is formalized through official policy documents, which define it as a methodological approach that aims to teach a subject or a part of it through a foreign language to achieve dual objectives: learning the content of certain curricular subjects and the simultaneous learning of a foreign language. CLIL in Andalucía is governed and regulated at both the regional and school levels, with guidance provided by regional curricular documents and school-internal curricular documents. The implementation requires that at least two content units are delivered through CLIL and that at least 30% of the curriculum, including foreign language lessons, is taught in the L2. The policy documents promote the use of L2 "as much as possible" by all participants in the CLIL program. For organizational purposes within the school, it is recommended to offer through CLIL only the core units that all students are required to take, and not optional modules.

In Andalucía, CLIL is integrated at both primary and secondary education levels, specifically within subject area classes. It is available in both academically-oriented and practically-oriented programs at the secondary level. The most commonly offered languages are English, French, and German, in order of frequency.

The rationale behind implementing CLIL in Andalucía encompasses a wide array of goals, including promoting multilingualism and plurilingualism, proficiency in the target language, internationalization, employability, mobility, enhancing foreign or additional language learning, language or plurilingual awareness, intercultural or pluricultural awareness, academic prospects such as study abroad opportunities, and the enhancement of learners' soft skills.

Introduced between 1995 and 1999, CLIL has seen an increasing implementation over the last decade. Currently, CLIL is available to about half of all students. It is offered in both public and private schools and is evenly distributed across urban and rural areas, ensuring broad access. The government fully funds CLIL in public schools.

Teachers use a variety of resources in CLIL classrooms, including materials specifically designed for CLIL, resources aimed at non-CLIL settings adapted for CLIL by teachers, and resources created by teachers themselves. Although initially teachers predominantly created their resources, publishers now offer specific materials for CLIL, often as CLIL versions of Spanish textbooks, which are thinner and present information from these textbooks in a condensed form.

To get an overall view on which subjects tend to be taught through CLIL, the respondents were asked to estimate, based on a list of subjects provided, the frequency of these subjects within CLIL provision. The responses show that in Andalucía at both primary and secondary levels, CLIL is typically implemented in target language classrooms, but also that the non-language subjects available in the curriculum are also commonly offered through CLIL within

CLIL provision. No tendencies for specific subjects featuring more commonly emerged in these responses. However, according to the official Information Guide for Bilingual Education Centers, 2nd Edition (Guía informativa para centros de enseñanza bilingüe, 2ª Edición), the subject areas most frequently taught in CLIL in the region are Social Sciences, Biology & Geology, Mathematics, and Physics & Chemistry, in that order.

CLIL Student Profiles

Both in primary and secondary education, there are no selection criteria to access CLIL provision, which means the approach followed is one that allows all interested students to participate regardless of their language proficiency or other academic achievements.

This inclusive policy is reflected in the socioeconomic diversity of CLIL students, with all socioeconomic levels represented.

CLIL Teacher Profiles

Generalist or class teachers deliver CLIL subjects in primary education, while secondary education relies more on content teachers. All CLIL teachers are required to have a degree of education and certification. At the primary level, teachers must have a bachelor's degree in general education and a certificate of language proficiency. For secondary education, teachers need a bachelor's degree in the subject they teach, a master's degree in teaching, and a language proficiency certificate in the target language. The required language proficiency for CLIL teachers at both primary and secondary levels is set at the B2 level, and is assessed through international or nationally-developed language proficiency tests.

As for professional development, pre-service teachers have access to a variety of training opportunities, including specialized degrees or programs in bilingual teaching, modules within larger teaching degrees, stand-alone courses, and thematic seminars. The focus of pre-service training typically includes developing the teachers' target language proficiency and their methodological competence for CLIL instruction. For in-service teachers, professional development is mostly pursued independently through master's degree programs. These programs are not offered or encouraged by the administration; rather, teachers often undertake these programs on their own time and budget, either to enhance their teaching skills or to gain advantages within the educational system, such as working closer to home. Other in-service opportunities include stand-alone courses and thematic seminars. Training typically focuses on further developing both language proficiency and methodological competence for CLIL.

Factors Affecting CLIL Provision

The questionnaire additionally asked CLIL experts to estimate the degree of challenge associated with various factors which research suggests may present challenges in the implementation of CLIL. Table 44 shows the results for Andalucía.

The respondent judgments indicate that the implementation of CLIL is seen as facing relatively limited challenges across various aspects. Securing support for CLIL from national bodies, school leadership, parents, and local communities are viewed as somewhat challenging, suggesting a moderate level of difficulty in garnering widespread backing. The task of finding teachers qualified for CLIL, communicating the availability of CLIL programs to the public, and obtaining funding for CLIL provision are also considered somewhat challenging. Similarly, finding and developing appropriate CLIL materials, as well as assessing students' learning within CLIL provision, are considered somewhat challenging. Rating all these somewhat challenging suggests that while there are hurdles, they are not insurmountable.

However, there are also factors perceived as very challenging. These include accessing guidance and training for CLIL implementation and maintaining teacher motivation and interest. Furthermore, providing effective incentives for CLIL teachers and maintaining student motivation and interest are seen as challenging. Taken together, these challenges imply that strengthening teacher and student engagement in CLIL could benefit from more targeted support and resources.

The challenges of establishing and maintaining collaboration between content and language teachers are also recognized as challenging, reflecting the complexities of interdisciplinary cooperation. Accommodating the diversity of CLIL students is viewed as very challenging, which points to the need for support in the adoption of inclusive educational practices that can help address the range of student backgrounds within CLIL programs.

Table 44. Levels of challenge reported regarding the implementation of CLIL in Andalucía

Category	Factors Affecting CLIL Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	🟡
	Getting support from school leadership (e.g., administrators)	🟡
Community and Stakeholder Engagement	Getting support from parents	🟡
	Getting community support (e.g., local government, municipality)	🟡
	Communicating the availability of CLIL provision to the public	🟡
Student Engagement and Diversity	Maintaining student motivation and interest in CLIL	🔴
	Accommodating CLIL students' diversity (e.g., cultural, linguistic, academic)	⚫
Assessment	Assessing students' learning within CLIL provision	🟡
Acquisition of Funding	Obtaining funding for CLIL provision	🟡
Teacher Development and Support	Finding teachers qualified to teach CLIL	🟡
	Maintaining teacher motivation and interest in CLIL	⚫
	Providing effective incentives for CLIL teachers	🔴
	Accessing guidance and training on CLIL implementation	⚫
Material Development	Finding appropriate CLIL materials	🟡
	Developing appropriate CLIL materials	🟡
Collaboration and Teamwork	Establishing collaboration between content and language teachers	🔴
	Maintaining collaboration between content and language teachers	🔴

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ⚫ Very Challenging

Spain - The Basque Country (Immersion)

In the Basque Autonomous Community, the labels Immersion and BE are used across pre-primary, primary, and secondary education, while in tertiary education, ME and EMI are used. The multiplicity of terms is indicated, for example, by the regional curricula considering the Basque education system as a form of BE and emphasizing developing multilingual competence among students while the model is also conventionally called an immersion model.

The education system offers three distinct language education models across pre-primary, primary, secondary, upper-secondary, and vocational training levels. These models vary based on the use of Basque and Spanish languages in instruction:

Model A: Instruction is primarily in Spanish.
Model B: An approach with a mix of Basque and Spanish, where, commonly, all subjects, except Mathematics, are taught through Basque.
Model D: Also known as the Basque immersion model, where all subjects are taught through Basque.

The original focus of Model D was language maintenance, as it aimed at preserving and revitalizing the Basque language, which is a minority language in a diglossia situation. Parents have the liberty to choose the model for their children, with Model D being the most popular choice. All models aim to achieve high levels of proficiency in both Basque and Spanish (the official languages) and include the teaching of at least one foreign language, typically English.

Tertiary education differs in that it does not follow these language models. Instead, students can choose to study in either Basque or Spanish, with some programs offering modules or subjects in English. These English-taught courses are referred to as EMI.

Immersion in the Basque Country

In the Basque Country, immersion education is a well-established approach, offered from primary through to secondary levels, covering all subjects except Spanish and foreign languages. This model is regulated at the regional level, with a framework supported by national, regional, and school-internal curricular documents. The primary aim of this approach is to facilitate the normalization process of the Basque language within the educational system. The policy documents emphasize teaching immersion subjects entirely in Basque, which points to the importance attached to students' use and learning of Basque. Still, official recommendations target fostering students' mastery in (at least) three languages. This multilingual emphasis shows the region's commitment to fostering linguistic diversity and plurilingual competence among its students.

The reasons for implementing immersion education are multifaceted, including the promotion of multilingualism and plurilingualism, proficiency in the target language, support for minority and minoritized languages, and enhancement of foreign language learning, language awareness, intercultural awareness, learning outcomes, and learners' soft skills. These objectives reflect expected benefits associated with immersion education, spanning linguistic, academic, and personal development domains.

Introduced before 1990, immersion education in the Basque Country has seen a steady increase in implementation over the past decade. The immersion model is designed to be inclusive, available to all students. This inclusivity is further evidenced by the widespread availability of immersion programs across both urban and rural areas, in both public and

private schools. Also, funding for these programs comes from a combination of government and parental contributions.

Resources for immersion classrooms are available from publishers, but teachers create their own materials, too.

To get an overall view on which subjects tend to be taught through immersion, the expert respondents were asked to estimate, based on a list of subjects provided, the frequency of these subjects within immersion programs. The responses attest to the overarching nature of the Basque immersion model referred to above, i.e., that all curricular subjects are always taught through Basque; this applies to both the primary and secondary level. The exception to this is Spanish and foreign language subjects.

Immersion Student Profiles

Immersion education programs at the primary and secondary levels are inclusive, with no selection criteria restricting access. Also, students from all SES are proportionately represented in immersion programs. This approach means that all students, regardless of background, can have the opportunity to benefit from immersion education.

Immersion Teacher Profiles

Primary education immersion subjects are taught by generalist/class teachers who must possess a bachelor's degree in general education and a certificate of language proficiency in the target language. At the secondary level, immersion subjects are taught by all teachers except for those teaching Spanish or foreign languages. The required qualifications for secondary teachers include language proficiency certification, and bachelor's and master's degrees in language or general education. At both levels, teachers are required to demonstrate a minimum C1 proficiency in Basque, assessed through nationally-developed language proficiency tests or a university degree in Basque.

As for professional development, pre-service teachers have access to specialized degrees or teacher preparation programs, specialized courses within larger programs, and thematic seminars, which focus on developing both language proficiency and pedagogical skills for immersion education. In-service teachers can participate in stand-alone courses and thematic seminars to further develop their language proficiency and methodological competence, although these courses are typically voluntary.

Factors Affecting Immersion Provision

The questionnaire additionally asked experts to estimate the degree of challenge associated with various factors which research suggests may present challenges in the implementation of immersion. Table 45 shows the results for the Basque Country.

The responses indicate that in immersion education, the option 'challenging' is chosen for securing support from national bodies, whereas backing from school leadership and local communities seems not to be considered problematic. Also, communicating the availability of immersion programs and securing funding are viewed as straightforward, which can be interpreted as a sign of strengths in public outreach and financial planning.

Furthermore, finding and developing appropriate materials for immersion is not seen as challenging, which points towards good resource availability. On the other hand, the recruitment and training of qualified teachers are perceived as presenting moderate challenges, while maintaining student motivation, establishing teacher collaboration, and accommodating student diversity are identified as significant challenges by the respondents.

Table 45. Levels of challenge reported regarding the implementation of immersion in the Basque Country

Category	Factors Affecting Immersion Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	🔴
	Getting support from school leadership (e.g., administrators)	🟢
Community and Stakeholder Engagement	Getting support from parents	🟡
	Getting community support (e.g., local government, municipality)	🟢
	Communicating the availability of immersion provision to the public	🟢
Student Engagement and Diversity	Maintaining student motivation and interest in immersion	🔴
	Accommodating immersion students' diversity (e.g., cultural, linguistic, academic)	⚫
Assessment	Assessing students' learning within immersion provision	🔴
Acquisition of Funding	Obtaining funding for immersion provision	🟢
Teacher Development and Support	Finding teachers qualified to teach immersion	🟡
	Maintaining teacher motivation and interest in immersion	🟡
	Providing effective incentives for immersion teachers	🟡
	Accessing guidance and training on immersion implementation	🟡
Material Development	Finding appropriate immersion materials	🟢
	Developing appropriate immersion materials	🟢
Collaboration and Teamwork	Establishing collaboration between content and language teachers	🔴
	Maintaining collaboration between content and language teachers	⚫

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ⚫ Very Challenging

Spain - Madrid (BE)

In Madrid, the label BE is used across all levels of schooling, from pre-primary to the tertiary level. In addition to BE, CLIL is used in primary and secondary education, and EMI in tertiary education.

At the school level, the Madrid program is labelled 'bilingual', but the term CLIL is used by some teachers referring to the methodology/approach used. In the tertiary setting, there is a combination of 'bilingual programs' and 'EMI,' the latter being particularly used in research.

BE in Madrid

BE in Madrid is defined by official policy documents as a model where predominantly English, serving as a second language of instruction, is integrated into the curriculum to facilitate dual-language learning. Governed and regulated at both national and regional levels, the implementation is guided by regional curricular documents. BE is promoted by policy documents which entail reference to teaching subjects partly in the target language and partly in the main language of instruction. This approach aims to enhance language proficiency, increase employability, and enrich foreign language learning. The target languages include English as the most common one, followed by French and German. The only restriction in terms of the subjects taught through the target language is that both at primary and secondary levels, mathematics cannot be taught in the target language.

In Madrid, BE spans both primary and secondary levels, and is offered in both foreign/second language classes and subject area classes. At the secondary level, BE is offered across both academically-oriented and practically-oriented programs.

Introduced between 2000 and 2004, there has been an increase in the implementation of BE over the last decade. It is offered in both public and private schools and evenly distributed across urban and rural areas. Funding is fully provided by the government, ensuring broad access to BE. As a result, BE in Madrid is accessible to all students.

Teachers employ a variety of resources in BE classrooms, including materials specifically designed by publishers for BE, resources adapted by teachers from resources intended for other types of educational provision, and original content created by teachers.

To get an overall view on which subjects tend to be taught through BE, the respondents were asked to estimate, based on a list of subjects provided, the frequency of these subjects within BE provision. The responses show that at the primary level, BE is typically implemented in target language, Natural Science (e.g. Biology, Chemistry, Physics), and Social Studies (e.g. History, Geography, Civics) subjects. Although less commonly, Music, Art, Physical Education, and Current Affairs (tutoría) may also be offered through BE. On the other hand, Mathematics/Numeracy is always taught in Spanish.

For secondary education, the implementation of BE includes a range of subjects, with the target language always being taught through a bilingual approach. Natural Sciences (such as Biology, Chemistry, Physics) and Social Studies (including History, Geography, Civics) are also offered in bilingual programs, though less frequently compared to the primary level. Music, Art, and Physical Education continue to be offered often through BE, similar to their presence in the primary curriculum. At secondary level, too, Mathematics/Numeracy is always taught in Spanish. Subjects that are introduced in the secondary education curriculum such as Religion/Ethics, Technology, and Home Economics may also be offered through BE.

BE Student Profiles

At the primary level, BE is inclusive, with no selection criteria, allowing students to participate regardless of language proficiency or academic performance. However, at the secondary level, access becomes more selective, with most programs requiring a minimum target language proficiency and good academic results from primary education. Students' language proficiency is assessed using international language proficiency tests, with A2 being the minimum requirement for entry.

Mediavilla et al. (2019) use PISA data to analyze the profiles of students enrolled in bilingual and monolingual schools in Madrid. Their findings indicate that socioeconomic factors, such as educational level, immigrant status of the mother, occupational level of parents, and household cultural capital, influence enrollment in public bilingual schools, with students predominantly from high and middle socioeconomic backgrounds enrolling in BE programs.

BE Teacher Profiles

At the primary level, generalist or class teachers are responsible for BE subjects. These teachers must have a certificate of language proficiency in the target language, a bachelor's degree in language teaching, subject teaching, or general education. For secondary education, mostly content teachers are tasked with delivering BE, and they must possess either a bachelor's or master's degree in subject teaching and a certificate of language proficiency in the target language. At both levels, teachers must meet a C1 level of language proficiency, which can be validated through international or nationally-developed language proficiency tests.

In terms of professional development, there are comprehensive opportunities for both pre-service and in-service teachers to prepare for teaching in BE settings. These include specialized degrees or teacher preparation programs, modules within larger teaching degrees, stand-alone courses, and thematic seminars, which focus on developing methodological competence for BE.

Factors Affecting BE Provision

The questionnaire additionally asked experts to estimate the degree of challenge associated with various factors which research suggests may present challenges in the implementation of BE. Table 46 shows the results for Madrid (BE).

In the context of BE implementation in Madrid, the various factors presented are perceived differently in terms of challenge. Support from national bodies and policymakers, as well as from parents and the local community, are seen as somewhat challenging. Conversely, garnering support from school leadership is considered more challenging, indicating potential institutional barriers.

The task of finding qualified teachers for BE and accessing guidance and training on its implementation are considered challenging. Similarly, providing effective incentives and maintaining the motivation and interest of both teachers and students in BE are perceived as challenging. These point to concerns related to teacher education, teacher retention and student engagement.

Creating suitable materials and starting collaboration between content and language teachers are considered as posing a challenge, and maintaining these collaborations is even more challenging, which suggests that sustained effort is needed to continue interdisciplinary partnerships.

Assessing student learning and accommodating the diversity of BE students are both considered very challenging. This reflects the complexities involved in evaluating educational outcomes and addressing varied student needs within bilingual contexts. Lastly, obtaining funding for BE provision is seen as very challenging, indicating financial constraints as a hurdle to program implementation and expansion.

Table 46. Levels of challenge reported regarding the implementation of BE in Madrid

Category	Factors Affecting BE Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	🟡
	Getting support from school leadership (e.g., administrators)	🔴
Community and Stakeholder Engagement	Getting support from parents	🟡
	Getting community support (e.g., local government, municipality)	🟡
	Communicating the availability of BE provision to the public	🟡
Student Engagement and Diversity	Maintaining student motivation and interest in BE	🔴
	Accommodating BE students' diversity (e.g., cultural, linguistic, academic)	⚫
Assessment	Assessing students' learning within BE provision	⚫
Acquisition of Funding	Obtaining funding for BE provision	⚫
Teacher Development and Support	Finding teachers qualified to teach BE	🔴
	Maintaining teacher motivation and interest in BE	🔴
	Providing effective incentives for BE teachers	🔴
	Accessing guidance and training on BE implementation	🔴
Material Development	Finding appropriate BE materials	🟡
	Developing appropriate BE materials	🔴
Collaboration and Teamwork	Establishing collaboration between content and language teachers	🔴
	Maintaining collaboration between content and language teachers	⚫

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ⚫ Very Challenging

Spain (British Council: MEFP Program, BE)

Within the British Council: MEFP Program in Spain, the label BE is used across pre-primary, primary, and secondary level, while school subjects are not taught through foreign languages at tertiary level.

In Spain, the British Council's MEFP Program is a specific program with 90 pre-primary and primary schools and 58 secondary schools spread over 10 regions of Spain. It is a BE program implemented at both primary and secondary levels (in both academically-oriented and practically-oriented programs). BE is offered in both foreign/second language and subject area classes as well as in a cross-curricular/thematic way. The program involves delivering the curriculum in English and Spanish to ensure students have achieved fluency and accuracy in expressing themselves in both languages by the end of compulsory education, as outlined in the agreement between the Ministry of Education and Vocational Training and the Delegation in Spain of the British Council Foundation for the implementation of integrated curricular projects and joint educational activities. Governance and regulation of BE occur at both national and regional levels, with guidance provided through national and regional curricular documents.

The reasons for implementing BE in Spain are multifaceted, focusing on promoting multilingualism, proficiency in the target language, internationalization, employability, mobility, and enhancing foreign language learning, intercultural awareness, learning outcomes, disciplinary literacy, academic prospects, and learners' soft skills.

Specific subjects like English Language and Literacy, Biology and Geology, Physics and Chemistry, Geography and History, and in some cases Economics and Music, are taught in English. Despite the absence of an official policy on language use within subjects taught in English, there is an expectation that these subjects are predominantly taught in English, while subjects taught in Spanish maintain monolingual instruction in Spanish.

Since its introduction between 1995 and 1999, BE has seen a significant increase in implementation. The program is fully funded by the government and is offered primarily in public schools, which means access to BE is widely available. Programs are open to all students, but they are mostly concentrated in urban areas.

Resources for bilingual classrooms include materials specifically designed for BE, adaptations of non-bilingual resources, teacher-created materials, and resources provided by the British Council.

To get an overall view on which subjects tend to be taught through BE, the respondents were asked to estimate, based on a list of subjects provided, the frequency of these subjects within BE provision. The responses for the MEFP program show that at the primary level, BE is typically implemented in target language, Natural Science (e.g. Biology, Chemistry, Physics), Social studies (e.g. History, Geography, Civics), and Art classes. Although less commonly, Mathematics/Numeracy, Physical Education and Music may also be offered through BE. On the other hand, Religion/Ethics is always taught in Spanish.

At the secondary level, BE consistently encompasses the target language, Natural Science (e.g., Biology, Chemistry, Physics), and Social Studies (e.g., History, Geography, Civics), similar to the primary level. Art, however, is not as uniformly integrated, being taught through BE only sometimes. Subjects like Mathematics/Numeracy, Physical Education, Music, Technology, and Home Economics also share this occasional incorporation into bilingual programs. On the other hand, Religion/Ethics and Humanities (e.g., Philosophy) remain outside the bilingual curriculum.

BE Student Profiles

BE is a comprehensive initiative accessible to students at both primary and secondary levels without any selection criteria, ensuring access for students regardless of their backgrounds. Also, students from all socioeconomic levels are represented in bilingual programs.

BE Teacher Profiles

BE in primary schools is delivered by generalist or class teachers, who are required to have a certificate of language proficiency in the target language and a bachelor's degree in general education. In secondary education, the responsibility for teaching bilingual subjects is shared between content and language teachers. The set of qualifications for these teachers are more diverse and advanced, including a certificate of language proficiency, and bachelor's and master's degrees in language and subject teaching. At both levels, teachers must meet a minimum language proficiency requirement of C1, which can be demonstrated through international or nationally-developed language proficiency tests.

As for professional development, pre-service teachers have access to a variety of educational pathways to prepare for bilingual teaching roles, including specialized degrees or teacher preparation programs, modules within teaching degrees, stand-alone courses, and thematic seminars. These opportunities typically focus on developing the teachers' methodological competence for BE. In-service teachers, on the other hand, have access to stand-alone courses and thematic seminars aimed at further developing their methodological skills for teaching in bilingual settings.

Factors Affecting BE Provision

The questionnaire additionally asked experts to estimate the degree of challenge associated with various factors which research suggests may present challenges in the implementation of BE. Table 47 shows the results for the British Council: MEFP Program in Spain.

Securing support from national bodies for BE is seen as somewhat challenging, while backing from school leadership and parents is generally not viewed as problematic, indicating strong foundational support. Likewise, communicating the availability of bilingual programs to the public and obtaining funding are not seen as challenging, suggesting effective communication channels and financial support are in place.

On the other hand, finding qualified teachers and providing effective incentives are perceived as challenging. Similarly, establishing and maintaining effective collaboration between content and language teachers, along with developing appropriate materials and assessing student learning, are all considered challenging. These indicate a need for support systems in terms of professional development, collaboration, and material development. Accommodating the diversity of students within bilingual programs is also viewed as a challenge.

Table 47. Levels of challenge reported regarding the implementation of BE in the British Council: MEFP Program in Spain

Category	Factors Affecting BE Implementation	Level of Challenge
Policy and Administration Support	Getting support from national bodies/policymakers	🟡
	Getting support from school leadership (e.g., administrators)	🟢
Community and Stakeholder Engagement	Getting support from parents	🟢
	Getting community support (e.g., local government, municipality)	Ⓧ
	Communicating the availability of BE provision to the public	🟢
Student Engagement and Diversity	Maintaining student motivation and interest in BE	🟡
	Accommodating BE students' diversity (e.g., cultural, linguistic, academic)	🔴
Assessment	Assessing students' learning within BE provision	🔴
Acquisition of Funding	Obtaining funding for BE provision	🟢
Teacher Development and Support	Finding teachers qualified to teach BE	🔴
	Maintaining teacher motivation and interest in BE	🟡
	Providing effective incentives for BE teachers	🔴
	Accessing guidance and training on BE implementation	🟡
Material Development	Finding appropriate BE materials	🟡
	Developing appropriate BE materials	🔴
Collaboration and Teamwork	Establishing collaboration between content and language teachers	🔴
	Maintaining collaboration between content and language teachers	🔴

Note. 🟢 Not Challenging; 🟡 Somewhat Challenging; 🔴 Challenging; ⚫ Very Challenging; Ⓧ No response

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