

CLIL Landscape Across Europe

Infographics based on
*‘Overview of CLIL Provision in Europe and
Country-Specific Insights: A Report by
CLILNetLE Working Group 1’*



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CLILNetLE



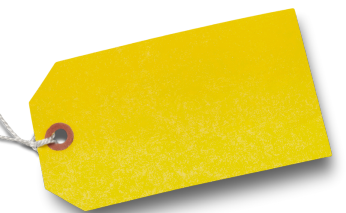
Introduction

Overview of CLIL Provision in Europe and Country-Specific

Insights offers an up-to-date exploration of CLIL/BE provision across 30 countries/regions in CLILNetLE, focusing on how these programs are implemented.

The report presents the complex landscape of CLIL/BE provision across Europe. It provides information on;

- variations in how CLIL/BE is conceptualized and delivered, influenced by historical, linguistic, and policy differences across countries and educational levels,
- variations in policies, guidelines, and language proficiency requirements across countries, showing that CLIL/BE is shaped by national/regional objectives and resources,
- structural aspects like governance, program types, subject restrictions, trends in CLIL/BE implementation, and historical patterns in its development,
- common motivations for adopting CLIL/BE, such as language proficiency, intercultural awareness, multilingualism, academic achievement, and employability,
- program distribution, materials, student selection, socioeconomic factors, teacher qualifications, and challenges in implementing CLIL/BE.



Labels used

Terminological variations are evident, with BE being the most common label at the pre-primary level, CLIL becoming more prevalent from primary through secondary education, and English Medium Instruction (EMI) predominating at the tertiary level. While terms like CLIL and BE are sometimes used interchangeably, they often refer to different types of educational provision, with CLIL often serving as a general label.



Official definitions

Official documents defining CLIL and BE vary across countries, ranging from legislation and decrees to national curricula and guidelines. BE is commonly used in educational documents and curricula to describe programs that use two or more languages in instruction, including regional or minority languages. Multilingual Education (ME) is more often chosen for contexts where students have multilingual backgrounds, often due to migration. In specific countries and regions—such as Estonia, Finland, Ireland, and the Basque Country—the term "immersion" is used to denote bilingual programs with a high proportion of instruction in the second language (L2). CLIL is characterized by its dual focus on content and language learning, with descriptions emphasizing the integration of subject matter and foreign language teaching.



Provision across levels and subjects

In primary education, CLIL/BE is broadly implemented in a cross-curricular or thematic way. As students progress to secondary education, CLIL provision shifts towards a greater focus on subject-specific instruction with reduced cross-curricular thematic teaching, reflecting the structure of secondary education that emphasizes distinct school subjects.



Availability

The extent of CLIL/BE availability varies: 33% of countries or regions offer it to all students, 22% to some students, and 30% to a select few, indicating that bilingual provision is not widely mainstreamed.



Guidelines and program types

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. At the secondary level, CLIL is predominantly offered in academically oriented programs, with no contexts reporting it being offered exclusively in practically oriented programs.



Motivations

The primary 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, but still frequently, selected reasons include increasing employability and enhancing learning outcomes. Some respondents note additional benefits in specific contexts, such as personal growth, motivation, the development of subject-specific and cross-curricular competences, and promoting national ideology.



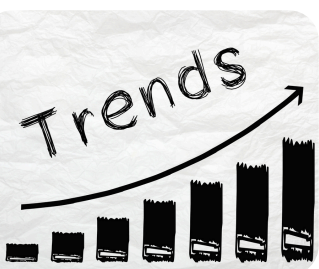
Subject offerings

There is variability in subject offerings within CLIL/BE programs. Some countries have no restrictions, while others exclude specific subjects. STEM subjects are frequently included within CLIL/BE programs, reflecting a trend towards integrating language learning with science and technology education.



Languages

Approximately 75% of CLIL/BE programs are offered in foreign languages—English being the most prevalent—followed by national (25%), heritage (7%), and regional languages (4%). This distribution mirrors the CLIL Type A and B classification from the Eurydice reports.



Historical onset and trends

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



School type and geographic distribution

CLIL/BE programs are available either in public schools only or in both public and private schools in most countries and regions. Exceptions include Bosnia and Herzegovina and Cyprus, where CLIL/BE is offered only in private schools. The majority of CLIL/BE programs are concentrated in urban areas, with no instances of greater prevalence in rural areas reported, although nine countries or regions show a more balanced urban-rural distribution.



Socioeconomic representation

There is a lack of publicly available data on the socioeconomic status (SES) of CLIL/BE students in most countries and regions studied. Where documentation or research on SES backgrounds exists, four regions show equal SES representation, while another four indicate a skew towards middle and high SES groups.



Student selection

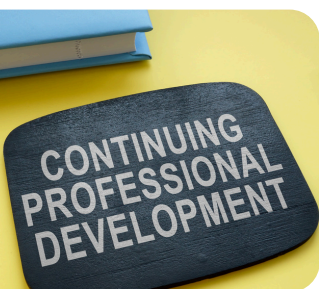
At the primary level, CLIL/BE programs are accessible to all students without selection criteria in many regions. In secondary education, access to CLIL/BE programs ranges from open-access policies with no prerequisites to more regulated access in other regions, based on factors such as language proficiency and prior academic achievement.



Teacher qualifications and language proficiency

Teacher qualifications for CLIL/BE programs vary by region. In primary education, generalist or class teachers are commonly responsible for CLIL/BE provision. All teachers are expected to have at least a bachelor's degree. There is a widespread requirement for CLIL/BE teachers to demonstrate language proficiency in the language of the program, with common proficiency levels set at B2 or C1.

In secondary education, content teachers primarily lead CLIL/BE instruction, although some regions employ approaches involving both content and language teachers. Teachers are generally expected to have advanced degrees, often a master's. Language proficiency is a consistent requirement, with proficiency levels usually set at B2 or C1.



Professional development for teachers

Professional development for pre-service CLIL/BE teachers commonly includes specialized courses and thematic seminars within broader education programs to enhance methodological competencies.

In-service teacher training is characterized by stand-alone courses and thematic seminars, with variable accessibility across different regions. While methodological competence is a common focus, many countries and regions also target language proficiency in their training. Exceptional practices include specialized degree programs in Estonia and Spain, and alternative support strategies like the provision of online resources in Finland.



Implementation challenges

The primary challenges in implementing CLIL/BE programs include:

- **Developing appropriate materials:** Creating pedagogic materials that effectively integrate content and language learning.
- **Teacher collaboration:** Fostering collaboration between content and language teachers to enhance instructional quality.
- **Qualified teacher recruitment:** Recruiting teachers who possess both subject matter expertise and the necessary language proficiency.
- **Diverse student needs:** Accommodating the varying needs of a diverse student population.
- **Assessment practices:** Effectively assessing students' learning in both content and language domains.

Less challenging aspects include maintaining student motivation, gaining community and leadership support, and communicating program availability.

The report highlights the complex landscape of CLIL and BE across different educational levels and regions. While there is a clear trend towards increasing CLIL/BE provision, especially in foreign languages like English, challenges remain in standardizing definitions, ensuring equitable access, providing adequate resources, and supporting teachers through training and professional development. Addressing these challenges is essential for maximizing the linguistic, academic, and cultural benefits that CLIL/BE programs offer to students.



Country-specific infographics

The country- or region-specific infographics offer insights into several components of CLIL/BE provision, including:

- the onset of CLIL/BE provision,
- policy, curriculum, and implementation,
- rationale for CLIL/BE implementation,
- instructional languages,
- student profiles,
- teacher profiles,
- major challenges encountered in CLIL/BE initiatives.

Please note that infographics vary in detail depending on the information provided by the representatives of each country or region in the ***Overview of CLIL Provision in Europe and Country-Specific Insights*** report, resulting in some being more comprehensive than others.



Introduced in the early 1990s, CLIL has a significant presence as a substantial component of the educational landscape.

CLIL is characterized by a multi-level governance structure. It is regulated at the national, regional, and school levels. Official guidance comes from national curricular documents and regional and school-internal policy guidelines.

AIMS OF CLIL include:

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



CLIL is available to about half of all students, in both public and private schools; and in both academically-oriented and practically-oriented programs at the secondary level.

Common languages of CLIL:

English, Romance languages

At the primary level, CLIL is typically implemented in target language classrooms, and it is also common in music lessons. At secondary education, CLIL is typically implemented in subject areas such as social studies and technology.

Student Profiles:

At the primary level, CLIL is accessible to all students without any selection criteria. At the secondary level, proficiency in the target language and certain student characteristics are assessed.

Teacher Profiles:

Primary Education:

- generalist/class teachers
- bachelor's degree in general education
- no minimum language proficiency requirement

Secondary Education:

- mostly content teachers
- master's degree in subject teaching
- no minimum language proficiency requirement

Teacher training includes:

- specialized courses within larger programs
- stand-alone courses
- thematic seminars

Main challenges:

- providing effective incentives for CLIL teachers
- accessing guidance and training on CLIL
- developing CLIL materials
- establishing and maintaining collaboration between content and language teachers

Bosnia and Herzegovina English Medium Instruction (EMI)



EMI provision commenced between 2000 and 2004, and there has been a reported increase in its implementation over the past decade.

Governance and regulation of EMI occur at the national level, yet the framework for EMI's execution is established through school-internal curricular documents.

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AIMS OF EMI include:

- promoting proficiency in the target language
- advancing internationalization
- fostering greater mobility
- enhancing academic prospects such as study abroad



EMI is exclusive to private and independent schools, primarily situated in urban areas.

Student Profiles:

- There is a lack of data on the selection criteria for students to participate in EMI programs.

Teacher Profiles:

- content teachers with a bachelor's degree in subject teaching
- a lack of accessible information regarding any minimum target language proficiency requirements for EMI teachers

Main challenges:

- communicating the availability of EMI provision to the public
- obtaining funding for EMI provision
- finding teachers qualified to teach EMI
- maintaining teacher motivation
- providing effective incentives for EMI teachers
- accessing guidance and training on EMI implementation

Common languages of EMI:

English

Croatia

Bilingual Education (BE)



BE is offered primarily to support minority languages through three distinct models that aim to maintain both minority language proficiency and fluency in Croatian, the national language.

Model A:

All subjects are taught in the minority language, with an equal amount of time dedicated to Croatian language instruction.

Model B:

Natural sciences, mathematics, and art are taught in Croatian while social sciences are delivered in the minority language.

Model C:

Students receive 2-5 hours per week of instruction in the minority language, covering subjects like literature, geography, and culture.

PUBLIC



BE is implemented exclusively in public schools in both urban and rural areas.

Common languages of BE:

Serbian, Czech, Hungarian

AIMS OF BE include:

- promoting multilingualism/plurilingualism
- preserving linguistic and cultural heritage
- inclusivity in public education

Student Profiles:

- Primary Education: Open to all students, with no specific selection criteria
- Secondary Education: The approach to student access is not clear.

Teacher Profiles:

Primary Education:

- generalist class teachers with a master's degree in primary education

Secondary Education:

- Educators must teach in a minority language or Croatian and hold a relevant master's degree.
- In-service teachers can participate in thematic seminars and training sessions.

Main challenges:

- recruiting qualified bilingual teachers
- maintaining teacher motivation
- providing effective incentives and offering adequate training
- developing appropriate teaching materials and fostering collaboration among educators



CLIL is integrated into subject area classes where Croatian is the primary language of instruction alongside a selected foreign language. CLIL is offered at the secondary level, and the subjects covered vary by grade.

Year 1 and 2:

History, physics, mathematics and geography

Year 3:

History, physics, mathematics, geography, logic, psychology, sociology

Year 4:

History, physics, mathematics, philosophy, politics and economics



PUBLIC



SECONDARY



CLIL is offered at the secondary level, predominantly in urban areas, and is fully funded by the government.

Common languages of CLIL:

English, German, French

AIMS OF CLIL include:

- promoting multilingualism/plurilingualism
- enhancing proficiency in the target language
- supporting internationalization
- improving learning outcomes
- developing learners' soft skills

Student Profiles:

- Primary Education: Not offered
- Secondary Education: Schools can set their own criteria for CLIL program enrollment. CLIL is usually offered in academically-focused programs, limiting access to select students.

Teacher Profiles:

- subject-matter experts fluent in the relevant FL (language proficiency requirements remain unspecified)
- content teachers who hold a master's degree in subject teaching

Main challenges:

- recruiting qualified bilingual teachers
- maintaining teacher motivation
- providing effective incentives and offering adequate training
- developing appropriate teaching materials and fostering collaboration among educators



CLIL began through an EU pilot in 2006 and was added to the national curriculum in 2011, now reaching over 150 pre-primary and primary schools.

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.

AIMS OF CLIL include:

- promoting proficiency in the target language
- enhancing overall learning outcomes
- improving disciplinary literacy in another language



CLIL in Cyprus is implemented at the primary level, exclusively offered in public schools in both urban and rural areas.

Common languages of CLIL:

English

Primary-level CLIL covers various subjects without restrictions, promoting a balanced use of both the target and main languages.

Student Profiles:

- The approach to CLIL at the primary level is inclusive, with no selection criteria.
- There is a lack of data on the socioeconomic levels of CLIL students.

Teacher Profiles:

Primary Education:

- content and language teachers
- a bachelor's degree in subject teaching
- minimum language proficiency not specified
- Teacher training includes stand-alone courses and thematic seminars with a focus on developing methodological competence for CLIL.

Main challenges:

- accommodating CLIL students' diversity
- assessing students' learning within CLIL provision
- finding teachers qualified to teach CLIL
- finding and developing appropriate CLIL materials

Cyprus English Medium Instruction (EMI)



CLIL began through an EU pilot in 2006 and was added to the national curriculum in 2011, now reaching over 150 pre-primary and primary schools.

EMI is distinct from the CLIL approach used in primary education, as EMI focuses solely on delivering content in English without an integrated language learning component.

AIMS OF EMI include:

- enhancing proficiency in English

The approach to EMI is a BE system that values proficiency in English and private schools offer EMI with mainly language objectives in mind.



EMI is available exclusively in private schools at the secondary and tertiary levels. EMI programs are predominantly concentrated in urban areas.

Common languages of EMI:

English

Private schools offer three curricula: “identical” (national curriculum in Greek), “similar” (2/3 national subjects plus extras in Greek or English), and “different” (unique curricula, often in English or other languages).

Student Profiles:

- Secondary level criteria include assessment of:
 - target language proficiency
 - skills in the main language
 - verbal-linguistic intelligence
 - aptitude for learning
- Language proficiency is measured through various tests (international, national, or in-house). Minimum entry level: CEFR B1.

Teacher Profiles:

- Primary EMI teachers:
 - a bachelor's/master's degree in teaching or education
 - EMI certification and language proficiency required
- Secondary EMI teachers:
 - content and language specialists
 - C2 language proficiency needed
- Teacher training includes:
 - specialized degrees
 - specialized courses
 - seminars

Main challenges:

- securing support for EMI at both the policy level and within school administrations
- parental and local government support

Czech Republic CLIL



CLIL was introduced between 2005-2009 and is available at primary and secondary levels, integrated into language and subject classes using a cross-curricular approach.

In primary schools, CLIL is used occasionally in subjects like science, PE, art, health, math, and technology but not in languages or social studies. In secondary schools, it can be applied to almost any subject except language classes.

CLIL is regulated nationally and locally, requiring schools to obtain ministry authorization to teach subjects in a foreign language, though few schools have applied.

AIMS OF CLIL include:

- promoting multilingualism and plurilingualism
- improving language proficiency
- internationalization
- employability
- mobility



CLIL is available to all students and is provided in both public and private schools.

Teacher Profiles:

- Primary CLIL Teachers:
 - master's in general education
 - C1 language proficiency (validated through tests or degrees)
- Secondary CLIL Teachers:
 - master's in language or subject teaching
 - C1 language proficiency required
- Teacher training includes:
 - specialized courses
 - seminars

Main challenges:

- securing support for CLIL at both the policy level and within school administrations
- getting community support
- assessing students' learning within CLIL provision
- providing effective incentives for CLIL teachers
- maintaining collaboration between content and language teachers

Common languages of CLIL include:
English, German

Estonia (Harjumaa, Ida-Virumaa, Tartumaa) Immersion



Immersion began officially in 1998 to ensure students' constitutional right to education in the Estonian language.

Governance and regulation of immersion education occur at both the national and school levels, with the National Curriculum providing the foundation for school curricula.

Primary students have one teacher for most subjects, so topics in Estonian vary by specialization, while late immersion students may study many subjects in Russian.

Student Profiles:

- Primary level: Limited selection criteria
- Secondary level: Selection criteria more common
- Transfers: Based on availability and previous grades
- Late immersion: Open to varying language proficiency levels

Teacher Profiles:

- Primary: Generalist teachers, C1 Estonian or L1, with teaching degrees
- Secondary: Content and language teachers, C1 Estonian or L1 required
- Teacher training includes specialized courses and seminars focused on language proficiency and immersion teaching methods.

AIMS OF IMMERSION include:

- improving language proficiency
- increasing employability
- enhancing language/plurilingual and intercultural/pluricultural awareness



Immersion education has established itself as a consistent element of the educational framework within government-funded public schools, primarily located in urban areas.

Main challenges:

- communicating the availability of immersion provision to the public
- accommodating immersion students' diversity
- assessing students' learning within immersion provision
- finding teachers qualified to teach immersion
- finding appropriate immersion materials
- establishing and maintaining collaboration between content and language teachers

Finland

Bilingual Education (BE)



Introduced between 1990 - 1994, BE has retained a relatively stable role in education, although not extensively offered.

The core curriculum makes a distinction between

- Immersion
- Other large-scale BE

At least 25% of the curriculum in the additional language

Small-scale BE

Less than 25%



BE is predominantly offered in public schools and funded by the government, but it is more common in urban areas.

AIMS OF BE include:

- laying a foundation for lifelong learning of language
- appreciation of linguistic and cultural diversity through plurilingual and pluricultural awareness
- enhancing disciplinary literacy in the target language
- offering an authentic language-use environment

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.

Labels for teaching content through an additional language:

BE; immersion; language-enriched education; CLIL; language class; language school; foreign language school; language shower; multilingual teaching/education; co-located schools

Common languages of BE:

English, Swedish, German, French, Russian

Student Selection:

Common criteria include:

- target language proficiency,
- skills in the main language of mainstream schooling,
- general verbal-linguistic intelligence
- aptitude

Teacher Profiles:

Common criteria include:

- a master's degree
- language proficiency certification (C1 and above)

Teacher training includes:

- specialized degrees
- specialized courses within larger programs
- stand-alone courses
- thematic seminars

Main challenges:

- finding and developing appropriate BE materials
- assessing learning within BE
- providing incentives for BE teachers
- guidance and training on BE
- establishing collaboration between content and language teachers

Finland Immersion



Introduced before the 1990s, immersion in Finland has remained consistent in implementation over the last decade.

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.



Immersion is offered in public schools and funded by the government, but it is more common in urban areas.

AIMS OF IMMERSION include:

- fostering bilingual proficiency
- building a strong cultural identity among students
- encouraging multilingualism and plurilingualism
- fostering an appreciation for linguistic and cultural diversity that supports lifelong learning
- increasing internationalization and students' academic prospects
- promoting heritage and minority/minoritized languages

Common languages of IMMERSION:

- Swedish
- Finnish
- Sámi
- English

Students are encouraged to use the immersion language actively, supported by teachers and peers to enhance language use.

Student Selection:

- Primary: All programs are selective
- Secondary: Some programs selective
- Criteria: Language, intelligence, aptitude, prior immersion

Teacher Profiles:

- Primary level: Class teachers deliver immersion subjects; master's in general education required
- Secondary level: Content teachers deliver immersion subjects; master's in subject and education required
- Language Proficiency: C1 minimum, validated through tests, degrees, or specific language studies (60-80 ECTS)

Pre-service PD includes specialized programs, while in-service PD offers courses and seminars focused on teaching methods.

Main challenges:

- accommodating immersion students' diversity
- finding teachers qualified to teach immersion
- developing appropriate immersion materials
- maintaining collaboration between content and language teachers



CLIL is a very recent addition to the language learning landscape (around 2018) of Post-Primary Schools.

During Transition Year (TY, 16-17), a period of time at school when learners do not follow traditional curriculum subjects, Modern Foreign Languages teachers teach partial subjects or thematic units from other disciplines through the foreign language.

AIMS OF CLIL include:

- promoting multilingualism/plurilingualism
- enhancing proficiency in the target language
- fostering foreign/additional language learning
- motivating learners to engage with languages other than English



CLIL programs are offered across a variety of school types, excluding Community and Comprehensive Schools, and are evenly distributed across urban and rural areas.

Common languages of CLIL:

French, Spanish, German, Italian

While CLIL is sometimes provided in target language classes, it is more common to provide it in interdisciplinary subjects taught by Modern Foreign Languages teachers.

Teacher Profiles:

Primary Education:

- CLIL not available

Secondary Education:

- language teachers who may also teach non-language subjects, such as a teacher qualified in both French and geography

Teacher training includes:

- stand-alone courses
- thematic seminars

Main challenges:

- getting support from school leadership
- communicating the availability of CLIL provision to the public
- providing effective incentives for CLIL teachers
- accessing guidance and training on CLIL implementation
- finding and developing CLIL materials



Immersion education in Ireland predates 1990 and it has seen an increase over the last decade.

In the Guide for Gaeltacht Primary Schools, the term Immersion Education refers to the provision of education entirely through the medium of Irish, with the exception of the teaching of the English curriculum or that of any other language.

AIMS OF IMMERSION include:

- supporting minority/minoritized languages
- promoting proficiency in the target language
- increasing employability
- enhancing language/plurilingual and intercultural/pluricultural awareness
- enhancing disciplinary literacy in another language
- fostering an ideology around nationhood



Immersion programs are predominantly found in urban areas.

There are a number of different types of schools (Education and Training Board Schools, Voluntary Aided, Educate Together Schools, and schools under a religious Patronage). Immersion is offered in all types except Community and Comprehensive Schools.

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

Student Profiles:

There are no selection criteria for students to access immersion programs in primary or secondary education.

Teacher Profiles:

Primary Education:

- generalist/class teachers
- a bachelor's or master's degree in general education
- minimum language proficiency of B2

Secondary Education:

- content teachers
- master's degree in general education
- minimum language proficiency of B2

Teacher training includes:

- stand-alone courses
- thematic seminars

Main challenges:

- accommodating immersion students' diversity
- communicating the availability of immersion provision to the public
- providing effective incentives for immersion teachers
- finding and developing appropriate immersion materials



Since its introduction between 2010-2014, CLIL has seen an increase in implementation.

National curricular documents guide CLIL implementation with the 2010 law and 2012 regulations outlining recommendations for CLIL. The suggested guideline is to cover 50% of non-linguistic subject teaching in the foreign language.

At the primary level, CLIL is typically implemented in target language classrooms. In secondary education, CLIL provision never occurs in target language classes. It is often implemented in mathematics, natural science and social studies.

Student Profiles:

No central recommendations exist on admission criteria.

Teacher Profiles:

Primary Education:

- generalist/class teachers
- a master's degree in general education
- minimum language proficiency of B2

Secondary Education:

- content teachers
- a master's degree in subject teaching
- minimum language proficiency of C1

Teacher training includes:

- 60 ECTS university-level courses (pre-service)
- 20 ECTS courses (in-service)

AIMS OF CLIL include:

- promoting proficiency in the target language
- enhancing foreign language learning more generally
- increasing language/plurilingual and intercultural/pluricultural awareness
- improving general learning outcomes



CLIL is available to all students. It is offered in both public and private schools and is evenly distributed across urban and rural areas.

Common languages of CLIL:

English, French, Spanish, and German

Main challenges:

- obtaining funding for CLIL provision
- providing effective incentives for CLIL teachers

Latvia

Bilingual Education (BE)/ CLIL



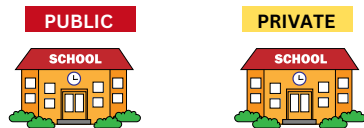
BE, which integrates Latvian with the student's mother tongue, began in ethnic minority primary schools in 1999 and extended to secondary schools in 2004.

In primary education, CLIL is mainly provided in social studies, though it is not widespread. At the secondary level, CLIL expands to include mathematics/numeracy, social studies, humanities, and, occasionally, natural science.

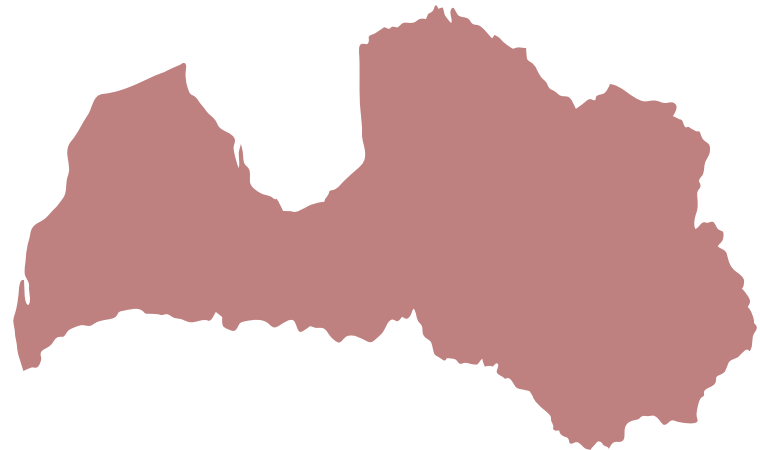
Typically, CLIL has been closely tied to BE in ethnic minority schools but also teaching of subjects through foreign languages, usually English, has been part of BE provision.

AIMS OF CLIL include:

- fostering multilingualism and plurilingualism
- improving language proficiency
- develop essential soft skills among students



CLIL is available to all students in Latvia and is provided in both public and private schools.



The Education Law allows for national minority education programs in seven languages:

Russian, Polish, Hebrew, Belarusian, Ukrainian, Estonian, and Lithuanian

Common languages of CLIL include: English, German, and French

Main challenges:

- establishing and maintaining collaboration between content and language teachers
- finding and developing CLIL materials
- maintaining student and teacher motivation and interest in CLIL
- finding teachers qualified to teach CLIL
- providing effective incentives for CLIL teachers
- accessing guidance and training on CLIL implementation



CLIL was first introduced in Lithuania between 1990 -1994, yet during this time CLIL was available in only a few schools.

CLIL at both the primary and secondary levels is typically implemented in both target language classrooms and non-language subjects.

Efforts to develop official regulation 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.

Student Profiles:

Access to CLIL programs is generally selective, with the use of target language proficiency, skills in the main language of mainstream schooling, and/or general aptitude tests.

Teacher Profiles:

Primary Education:

- content and language teachers
- a bachelor's degree in subject teaching
- minimum language proficiency of B2

Secondary Education:

- content and language teachers
- a master's degree in subject teaching
- minimum language proficiency of B2

Teacher training includes:

- specialized courses within larger programs
- stand-alone courses
- thematic seminars

AIMS OF CLIL include:

- promoting multilingualism and plurilingualism
- fostering internationalization
- increasing employability and mobility
- enhancing foreign and additional language learning
- improving learning outcomes
- boosting academic prospects

PUBLIC



PRIVATE



CLIL programs are available in both public and private schools, but predominantly in urban areas.

Common languages of CLIL:

English

Main challenges:

- obtaining funding for CLIL provision
- developing CLIL materials
- finding CLIL materials

Luxembourg Multilingual Education (ME)



The education system has been multilingual from the outset. Luxembourgish became an official language in 1984, and the 2010 education program further solidified the notion of ME.

All subjects offered in the primary education curriculum are also typically offered through ME. In secondary education, certain subjects such as religion/ethics, music, and art are more commonly included in ME.

Policy documents suggest a gradual transition from the main language of instruction to the target language across educational levels: a multilingual teaching approach from preschool through primary school, to a more monolingual focus in secondary education.

Student Profiles:

BE is accessible to all students in both primary education and secondary education, with no selection criteria in place.

Teacher Profiles:

Primary Education:

- generalist/class teachers
- bachelor's degree in general education
- language proficiency requirements

Secondary Education:

- content and language teachers
- master's degrees in language teaching or subject teaching
- university degree in the target language

AIMS OF ME include:

- developing students' metalinguistic awareness
- increasing plurilinguistic and pluricultural sensitivity
- enhancing their knowledge and skills in different languages



Both public and private schools across urban and rural areas offer ME programs. ME in Luxembourg is characterized by its inclusivity and accessibility, available to all students.

Main challenges:

While not rated as very challenging, the following emerge as challenges:

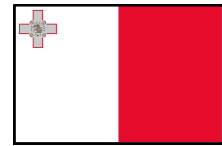
- getting support from national bodies
- finding teachers qualified to teach ME
- maintaining student and teacher motivation and interest in BE
- establishing and maintaining collaboration between content and language teachers

Common languages of ME:

Luxembourgish, French, and German

Malta

Bilingual Education (BE)



BE was first introduced before 1990 and has seen an increase over the last decade.

Ministry of Education and employment has outlined that Maltese and English are the languages of schooling, arguing that all children all children should have the opportunity to develop these two languages.

AIMS OF BE include:

- promoting multilingualism and plurilingualism
- increasing employability and mobility
- enhancing language and plurilingual awareness, intercultural and pluricultural awareness
- improving learning outcomes, disciplinary literacy in another language
- boosting academic prospects



BE is available to all students. It is offered in both public and private schools and is evenly distributed across urban and rural areas.

Common languages of BE:

The target languages for BE are the national languages, Maltese and English.

All subjects included in the curriculum are generally available for BE instruction in both primary and secondary education.

Student Profiles:

BE is accessible to all students in both primary education and secondary education, with no selection criteria in place.

Teacher Profiles:

Primary Education:

- generalist/class teachers
- bachelor's degree in general education
- a university degree in the target language

Secondary Education:

- content and language teachers
- bachelor's degree in subject teaching
- minimum language proficiency of C1

Teacher training includes:

- specialized courses within larger programs
- stand-alone courses
- thematic seminars

Main challenges:

While not rated as *very* challenging, the following emerge as challenges:

- getting parental/community support
- maintaining student and teacher motivation and interest in BE
- establishing and maintaining collaboration between content and language teachers

The Netherlands Bilingual Education (BE)



Introduced before 1990, BE has seen an increase over the last decade, but remains accessible to only a subset of students.

Official policy documents describe BE as an approach to secondary education where 30-50% of the curriculum is delivered in a foreign language (almost always English).

AIMS OF BE include:

- enhancing English proficiency, global citizenship, and personal growth
- promoting internationalization, intercultural/pluricultural awareness
- enhancing learners' soft skills



BE is offered exclusively in public schools and is evenly distributed across urban and rural areas. BE is limited by geographical (not all students live near enough to a bilingual school) and programmatic factors.

Common languages of BE:

The target language is almost always English, with German offered only in a specific vocational college context.

At the primary level, BE is typically implemented in target language classrooms. In secondary education, other subjects such as mathematics/numeracy, natural science, social studies and physical education are also offered in BE.

Student Profiles:

BE in primary education follows an open-access policy for all students, with no specific selection criteria. However, at the secondary level, there are variations across institutions.

Teacher Profiles:

Primary Education:

- generalist/class teachers
- bachelor's degree in general education
- certificate of language proficiency (C1 for reading, listening, speaking; B2 for writing)

Secondary Education:

- mostly content teachers
- bachelor's degree in subject teaching
- certificate of language proficiency (B2/C1 and above)

Teacher training includes:

- specialized degrees
- courses within larger programs
- stand-alone courses
- thematic seminars

Main challenges:

While not rated as very challenging, the following emerge as challenges:

- accommodating BE students' diversity
- finding and developing BE materials
- finding teachers qualified to teach BE, etc.



CLIL was first introduced in North Macedonia between 2000- 2004.

In North Macedonia, CLIL is a teaching approach found in some private schools, with no implementation in public schools.

AIMS OF CLIL include:

- promoting proficiency in the target language
- enhancing foreign/additional language learning
- increasing language/plurilingual and intercultural/pluricultural awareness



CLIL programs, offered in private schools, are mainly located in urban areas, and funding for CLIL comes from tuition fees.

Common languages of CLIL:

English, German and French

The only restriction in subjects taught is that history must be taught in Macedonian.

Student Profiles:

At the primary level, CLIL is accessible to all students without any selection criteria. At the secondary level, access to CLIL programs is selective, as a level of B1 in target language is required.

Teacher Profiles:

Primary Education:

- dual-qualified teachers
- a bachelor's degree in subject teaching
- a minimum language proficiency of B2

Secondary Education:

- dual-qualified teachers
- a bachelor's degree in subject teaching
- a minimum language proficiency of B2

Teacher training:

- There are no pre-service trainings specifically targeting CLIL
- For in-service teachers, stand-alone courses and thematic seminars are available

Main challenges:

Many factors are reported to pose challenges. They include:

- getting support from national bodies
- getting community support
- finding teachers qualified to teach CLIL
- obtaining funding for CLIL
- finding and developing appropriate CLIL materials
- accessing guidance and training on CLIL implementation

Poland

Bilingual Education (BE)



Introduced between 1990-1994, the implementation of BE in Poland has remained stable.

BE in Poland is defined within the framework established by the Law of September 7, 1991, which outlines that instruction can be carried out in Polish and a modern foreign language in BE.

AIMS OF BE include:

- promoting proficiency in the target language
- fostering internationalization
- increasing employability and mobility
- enhancing foreign/additional language learning
- boosting intercultural/pluricultural awareness



Bilingual programs are offered in both public and private schools but predominantly in urban areas.

The Ministry of Education has issued restrictions in that certain subjects like the Polish language, and the history and geography of Poland cannot be taught in the foreign language.

Student Profiles:

For both primary and secondary education, bilingual programs require selection criteria based on aptitude tests, which are conducted in Polish.

Teacher Profiles:

Primary Education:

- content and language teachers bachelor's degree in the relevant subject
- a minimum language proficiency of B2

Secondary Education:

- content and language teachers bachelor's degree in the relevant subject
- a minimum language proficiency of B2

Teacher training includes:

- stand-alone courses
- thematic seminars

Common languages of BE:

English is the most common, followed by German and Spanish

Main challenges:

- finding teachers qualified to teach BE
- providing effective incentives for BE teachers
- finding appropriate BE materials

Serbia

Bilingual Education (BE)



BE was first introduced in Serbia between 2000 and 2004.

There is not always a clear-cut differentiation between BE and CLIL as BE provision may also be conceptualized as implementing CLIL.

AIMS OF BE include:

- promoting multilingualism and internationalization
- increasing employability and mobility
- improving intercultural/pluricultural awareness
- promoting disciplinary literacy in another language
- increasing academic prospects such as study-abroad
- enhancing personal, social, and professional development



Bilingual programs are offered in both public and private schools but predominantly in urban areas.

Common languages of BE:

English, French, and German

In BE, mathematics/numeracy, natural science (e.g. biology, chemistry, physics) and technology (e.g. information technologies, software) are more often offered through the target language compared to other subjects.

Student Profiles:

Admission to BE programs is contingent on meeting target language proficiency requirements (often A1 for primary school; and A2 or B1 for secondary school).

Teacher Profiles:

Primary Education:

- content teachers
- a master's degree in subject teaching
- a minimum language proficiency of B2

Secondary Education:

- content teachers
- a master's degree in subject teaching
- a minimum language proficiency of B2

Teacher training:

- no specific training opportunities for pre-service teachers
- thematic seminars for in-service teachers

Main challenges:

- finding teachers qualified to teach BE
- accessing guidance and training on BE implementation
- finding and developing appropriate BE materials



Introduced between 2000-2004, CLIL has seen an increase over the last decade.

According to recommendations at the national level:

- CLIL teachers in primary education 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.

AIMS OF CLIL include:

- promoting multilingualism and internationalization
- increasing employability and mobility
- enhancing language learning and awareness
- improving academic prospects and soft skills



CLIL is offered in both public and (although less commonly) private schools, and is available predominantly in urban areas.

Common languages of CLIL:

English, German, Spanish, and French

CLIL instruction is increasingly being conducted in content subjects rather than solely in language lessons. However, there is a shortage of both CLIL and foreign language teachers, particularly in English.

Teacher Profiles:

Primary Education:

- master's degree in language teaching, subject teaching, or general education
- a minimum language proficiency of B1

Secondary Education:

- content and language teachers
- a master's degree in language teaching, subject teaching, or general education
- a minimum language proficiency of B2

Teacher training includes:

- specialized courses within teaching degree programs
- stand-alone courses
- thematic seminars
- international Erasmus teacher training programs

Main challenges:

- getting support from national bodies
- obtaining funding for CLIL provision
- accommodating CLIL students' diversity
- finding and developing materials
- providing incentives for teachers



Introduced between 2000-2004, CLIL has seen an increase over the last decade.

The Law on Primary and Secondary Education identifies Slovenian as the language of instruction. CLIL, primarily employed in select primary and secondary schools, adopts a 'Soft-CLIL' approach and is applied sporadically and unsystematically, except in public international grammar school departments and junior high school classes with International Baccalaureate (IB) program.



CLIL is mostly available in urban areas and offered in both public and private schools.

AIMS OF CLIL include:

- promoting multilingualism/plurilingualism
- internationalization
- enhancing foreign/additional language learning
- increasing language/plurilingual and intercultural/pluricultural awareness
- enhancing disciplinary literacy in another language

Common languages of CLIL:

English and German

At the primary level, CLIL is typically offered in foreign language classes, while at the secondary level, it extends to types of provision that involves both foreign language and subject area teaching.

Student Profiles:

CLIL is open to all students, without any selection criteria either at the primary or the secondary level.

Teacher Profiles:

Primary Education:

- language teachers
- B.A. and/or M.A. degree in language teaching
- certificate of language proficiency

Secondary Education:

- co-teaching model involving both language and content/generalist teachers
- B.A. in language teaching/subject teaching/ general education
- M.A. in language teaching/subject teaching

Teacher training includes:

- specialized courses within larger programs
- thematic seminars

Main challenges:

- getting support from national bodies/policymakers
- obtaining funding for CLIL provision
- finding and developing CLIL materials
- establishing and maintaining collaboration between content and language teachers

Spain - Andalucía CLIL



Introduced between 1995-1999, CLIL has seen an increase over the last decade.

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.

AIMS OF CLIL include:

- promoting multilingualism and plurilingualism
- proficiency in the target language
- internationalization
- employability,
- mobility
- enhancing intercultural or pluricultural awareness
- enhancing academic prospects such as study abroad opportunities



CLIL is accessible to about half of all students. It is offered in both public and private schools and evenly distributed across urban and rural areas.

Common languages of CLIL:

English, French, and German

CLIL is typically implemented in target language classrooms; non-language subjects most frequently taught in CLIL are social sciences, biology & geology, mathematics, and physics & chemistry.

Student Profiles:

Both in primary and secondary education, there are no selection criteria to access CLIL provision. All socioeconomic levels are represented in CLIL programs.

Teacher Profiles:

Primary Education:

- generalist/class teachers
- bachelor's degree in general education
- certificate of language proficiency (B2 or above)

Secondary Education:

- bachelor's degree in the subject they teach
- master's degree in teaching
- certificate of language proficiency (B2 or above)

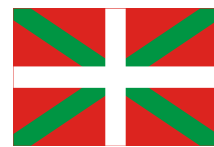
Teacher training includes:

- specialized degrees
- modules within larger programs
- stand-alone courses
- thematic seminars

Main challenges:

- accommodating CLIL students' diversity
- maintaining teacher motivation and interest in CLIL
- accessing guidance and training on CLIL

Spain - The Basque Country Immersion



Introduced before 1990, immersion education has seen a steady increase over the past decade.

Three distinct language education models are offered:

Model A:

Instruction is primarily in Spanish.

Model B:

A mix of Basque and Spanish: commonly, all subjects, except mathematics, are taught through Basque.

Model D:

Aka the Basque immersion model: all subjects are taught through Basque.

AIMS OF immersion include:

- promotion of multilingualism and plurilingualism
- proficiency in the target language
- support for minority and minoritized languages



Immersion in the Basque Country is accessible to all students. It is offered in both public and private schools and evenly distributed across urban and rural areas.

All curricular subjects, except Spanish and foreign language subjects, are always taught through Basque; this applies to both the primary and secondary level.

Student Profiles:

- No selection criteria restricting access
- Students from all SES proportionately represented

Teacher Profiles:

Primary Education:

- generalist/class teachers
- bachelor's degree in general education
- certificate of language proficiency (C1 or above)

Secondary Education:

- content teachers
- bachelor's and master's degrees in language or general education
- certificate of language proficiency (C1 or above)

Teacher training includes:

- specialized degrees
- specialized courses within larger programs
- thematic seminars
- stand-alone courses

Main challenges:

- accommodating immersion students' diversity
- maintaining collaboration between content and language teachers

Spain - Madrid

Bilingual Education (BE)



Introduced between 2000 -2004 and funded by the government, BE has seen an increase in Madrid.

At the school level, the Madrid program is labelled 'bilingual', but also the term CLIL is used for the approach. At the tertiary level, both 'bilingual programs' and 'EMI' labels are used.

AIMS OF BE include:

- enhancing language proficiency
- increasing employability
- enriching foreign language learning

Common languages of BE:

English, French, and German



BE in Madrid is accessible to all students. It is offered in both public and private schools and evenly distributed across urban and rural areas.

The only restriction in terms of the subjects is that mathematics cannot be taught in the target language.

Subjects commonly taught through BE include target language, natural science (e.g. biology, chemistry, physics), and social studies (e.g. history, geography, civics) subjects.

Student Profiles:

At the primary level, BE is inclusive, with no selection criteria. At the secondary level, most programs require a minimum target language proficiency (A2) and good academic results from primary education.

Teacher Profiles:

Primary Education:

- generalist/class teachers
- bachelor's degree in language teaching, subject teaching, or general education
- certificate of language proficiency (C1 or above)

Secondary Education:

- content teachers
- a bachelor's or master's degree in subject teaching
- certificate of language proficiency (C1 or above)

Teacher training includes:

- specialized degrees
- modules within larger programs
- stand-alone courses
- thematic seminars

Main challenges:

- accommodating BE students' diversity
- assessing students' learning
- obtaining funding for BE
- maintaining collaboration between content and language teachers

Spain (British Council/MEFP Program) Bilingual Education (BE)



Introduced between 1995-1999, and fully funded by the government, BE has seen a significant increase.

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.



BE is offered primarily in public schools. Programs are open to all students, but they are mostly concentrated in urban areas.

AIMS OF BE include:

- promoting multilingualism
- promoting proficiency in the target language
- internationalization
- employability
- mobility
- enhancing foreign language learning, intercultural awareness, learning outcomes, disciplinary literacy, academic prospects, and learners' soft skills

BE is typically implemented in target language, natural science (e.g. biology, chemistry, physics), social studies (e.g. history, geography, civics), and occasionally in art classes.

Student Profiles:

BE is a comprehensive initiative accessible to students at both primary and secondary levels without any selection criteria. Students from all socioeconomic levels are represented.

Teacher Profiles:

Primary Education:

- generalist/class teachers
- bachelor's degree in general education
- certificate of language proficiency (C1 or above)

Secondary Education:

- content and language teachers
- bachelor's and master's degrees in language/subject teaching
- certificate of language proficiency (C1 or above)

Teacher training includes:

- specialized degrees
- modules within larger programs
- stand-alone courses
- thematic seminars

Main challenges:

While not rated as *very* challenging, the following emerge as challenges:

- assessing students' learning within BE
- accommodating student diversity
- developing materials for BE
- establishing and maintaining collaboration between content and language teachers



CLIL Landscape Across Europe

Infographics based on
*‘Overview of CLIL Provision in Europe and
Country-Specific Insights: A Report by
CLILNetLE Working Group 1’*

