



CARE:
language eduCation for inclusion of immigrAnt
minoRity studEnts
Desk Research CARE project

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Introduction

The Netherlands has long been a destination for migrants due to its prosperity and religious tolerance. Immigrants make up 10.8% of the population, with their children accounting for another 10%. Historically, the Dutch encouraged post-war immigrants, particularly guest workers, to maintain their cultures, offering easy citizenship and minimal pressure to assimilate. However, by the 1990s, challenges such as poor labor market performance and struggles in education among immigrant communities raised concerns about persistent socio-economic disadvantages, often linked to limited Dutch language proficiency and societal knowledge.

The introduction of civic integration courses in 1998 aimed to address these gaps. However, the 2000s brought heated debates on integration issues like unemployment, school performance, and cultural differences, leading to restrictive policies targeting family migration and emphasizing Dutch language acquisition. Despite these changes, Dutch policies remain relatively open, particularly in accommodating minority religions and granting political rights. Recent efforts focus on attracting highly skilled workers through "modern migration policies," reflecting a nuanced approach to balancing openness with integration challenges.

- Describe the role of language education in integrating immigrant minority students.

Language education plays a vital role in integrating immigrant minority students in the Netherlands, particularly through several key Dutch approaches and systems.

- a) Newcomer Education (Nieuwkomersonderwijs) – The Dutch education system provides specialized language classes for newly arrived immigrant students through dedicated newcomer classes or schools. These intensive Dutch language programs typically last 1-2 years, preparing students for mainstream education while also teaching cultural orientation and basic subject matter.
- b) NT2 (Nederlands als Tweede Taal) – This structured approach to teaching Dutch as a second language is specifically designed for non-native speakers. In schools, NT2 instruction combines language acquisition with content learning, helping students develop both academic and social language skills necessary for success in Dutch education.
- c) ISK (Internationale Schakelklas) – These international transition classes serve as a bridge between arrival and mainstream Dutch education for teenage immigrants. They focus intensively on Dutch language acquisition while maintaining academic development in other subjects, typically lasting 1-2 years depending on individual progress.
- d) Integration with Regular Education – Dutch schools employ various strategies to support language learning while students participate in mainstream classes such as extra language support during regular classes, individual tutoring, dual-language

approaches that value both home language and Dutch Collaboration between language teachers and subject teachers.

- e) Family Support – Dutch schools often provide language support services for parents through: Adult language classes; Translation services for school communications; Parent meetings with language support; Cultural mediators who help bridge communication gaps.
 - f) Local Context – The approach varies by municipality and school, but generally aligns with Dutch integration policies emphasizing active participation in society, understanding of Dutch cultural norms and values, development of practical language skills for daily life, maintenance of connection to home culture and language,
- Summarize the general implementation of CLIL in the national education system.

The implementation of Content and Language Integrated Learning (CLIL) in the Dutch education system has the following distinctive characteristics (see Table below).

No	Distinctive feature	Clarification
1.	Secondary Education Focus	In the Netherlands, CLIL is primarily implemented in secondary education, particularly in VWO (pre-university) and HAVO (senior general secondary) tracks. These programs are often labeled as "tweetalig onderwijs" (TTO, bilingual education), with English as the primary additional language of instruction.
2.	Structured Framework	The Dutch CLIL system follows guidelines established by the European Platform and Nuffic (the Dutch organization for internationalization in education). Schools must meet specific quality standards to receive official TTO certification, including: ❖ At least 50% of subjects taught in English ❖ Required level of English proficiency for teachers (Cambridge C1 level minimum) ❖ Integration of European and International Orientation (EIO) ❖ Regular quality monitoring and assessment
3.	Subject Implementation	Common CLIL subjects include History, Geography, Biology, Mathematics, Physical Education, Arts and Culture. These subjects are taught in English while maintaining Dutch language arts and some other subjects in Dutch.
4.	Teacher Preparation	Dutch schools implementing CLIL provide: ❖ Specialized teacher training in CLIL methodology

		❖ Professional development opportunities ❖ Support for obtaining required language certificates ❖ Collaboration opportunities between language and subject teachers
5.	Assessment and Quality Control	Regular evaluations ensure program quality through: ❖ Student language proficiency tests ❖ Program audits by Nuffic ❖ Monitoring of academic achievement in both content and language ❖ Parent and student satisfaction surveys

National policy reference

- Take into account national and regional policies promoting CLIL and specify any focus on immigrant minority students within these policies. If National Policy does not promote CLIL, include this information as well.

National CLIL Policy in the Netherlands

The Dutch national CLIL framework operates through a structured system where the Ministry of Education provides official recognition and guidelines for bilingual education (TTO) programs, while Nuffic serves as the national coordinating body responsible for setting standards and providing accreditation. Schools implementing CLIL must meet specific requirements to receive and maintain their TTO certification, though the government provides flexibility within established quality parameters. The national policy primarily supports English, German, and French as CLIL languages, with English being the predominant choice. This framework is reinforced through a comprehensive quality assurance system that includes regular school inspections, required teacher qualifications and certifications, monitoring of student achievement, program evaluations by Nuffic, and collaboration with universities for research and development.

Regional CLIL Implementation across the Netherlands

At the regional level, CLIL implementation varies significantly based on local needs and demographics. Border regions, particularly those near Germany, often emphasize German-language CLIL programs, while urban areas typically focus on English-language CLIL to serve their international populations. Some regions develop specialized programs tailored to local industry or economic needs. The funding structure at the regional level is diverse, with schools receiving standard government funding supplemented by parent contributions, while some regional authorities provide additional resources. Municipalities may offer extra funding or resources for CLIL programs, and schools can seek European project funding for their initiatives. Current regional developments show increasing support for primary level CLIL programs, greater emphasis on teacher professional development, integration of digital

technologies in CLIL delivery, and enhanced focus on cross-border educational cooperation.

Examining the Dutch CLIL policies reveals a notable gap in specific provisions for immigrant minority students. Please see the summary of the analysis within the Table below.

No	Concrete field/aspect	Insights/Gaps/Limitations identified
1.	Current Policy Structure	The existing CLIL policies primarily focus on Dutch native students learning content through English or other European languages, with limited explicit consideration of immigrant minority students' needs. The TTO (bilingual education) framework is largely designed for academically strong students in VWO and HAVO tracks, potentially creating accessibility barriers for many immigrant students.
2.	Indirect Connections	While not specifically targeted, some aspects of CLIL policies indirectly affect immigrant students: ❖ Schools in areas with high immigrant populations may adapt CLIL approaches to support multiple language learners ❖ Some regions integrate aspects of CLIL methodology into NT2 (Dutch as Second Language) programs ❖ Certain schools combine CLIL principles with newcomer education strategies
3.	Missing Elements	The current policy framework lacks: ❖ Specific provisions for using CLIL to support immigrant students' integration ❖ Guidelines for incorporating students' home languages in CLIL programs ❖ Clear pathways for immigrant students to access bilingual education programs ❖ Recognition of multilingual competencies immigrant students already possess
4.	Potential areas for development	Explicit inclusion of immigrant minority students in CLIL policy frameworks ❖ Integration of CLIL approaches in ISK (International Transition Classes) ❖ Recognition and utilization of immigrant students' existing multilingual skills ❖ Professional development for teachers in combining CLIL with intercultural education

- Refer to governmental and non-governmental initiatives, assistance or support aimed at improving language skill of immigrant students.

The Dutch Language Support Initiatives can be systematized into governmental, non-governmental and municipal ones.

The Table below shows the diverse specifics with more detail.

No	Type of Language Support Initiative	Name	Details/Specifics
1.	Governmental Programme	ISK (Internationale Schakelklas)	Government-funded transition classes for newly arrived immigrant students aged 12-18
		LOWAN	Government organization providing support and resources for newcomer education
		NT2 (Nederlands als Tweede Taal)	Official Dutch as a second language program in schools
		VVE (Voor- en Vroegschoolse Educatie)	Early childhood education program with language support components
		Integration Programs (Inburgering)	Mandatory language and integration courses for adult immigrants, indirectly supporting student success
		Schakelklassen	Bridge classes for primary school students needing additional language support
2.	Non-Governmental Support	Language Buddies	Peer mentoring programs organized by various organizations
		Voorleesexpress	Reading support program connecting volunteers with families
		Taalmaatjes	Language partner programs run by various local organizations
		Het Begint met Taal	National organization supporting language volunteer initiatives
		Stichting Lezen & Schrijven	Foundation supporting literacy including programs for immigrant students
3.	Municipal initiatives		Local language cafes and conversation groups
			After-school homework support with language components
			Summer school programs focusing on language development
			Library programs specifically designed for immigrant children
			Community centers offering additional language support

Next to the above, there is Educational Institution Support, which can entail: University student volunteer programs; Extra tutoring programs; Parent-child language programs; Cultural mediator services; Bilingual teaching assistants in some schools, etc.

> CLIL in practice

- Identify the types of CLIL courses offered in the country (e.g. primary, secondary, vocational education).

In the Netherlands, CLIL (Content and Language Integrated Learning) is primarily implemented in the following types of educational institutions: Primary, Secondary, Vocational and Higher educational institutions.

CLIL in primary schools is relatively limited but growing. It is usually implemented through bilingual primary education (Tweetalig Primair Onderwijs - TPO) programs. The Focus is to introduce young learners to English (or another foreign language) while teaching subjects like art, physical education, or science. The objective is to develop early bilingualism and intercultural awareness in students. Typical Subjects, where it can be observed and fulfills the expectations/needs are arts, music, physical education, and sometimes social studies or basic science concepts are being interwoven in the language mastery.

CLIL is most widely adopted **at the secondary school level**, particularly in bilingual education (Tweetalig Onderwijs - TTO) programs in a) Pre-University Education (VWO), where the focus is on academic CLIL subjects with a strong emphasis on preparing for international studies or careers.; b) Senior General Secondary Education (HAVO, where the TTO programs also exist, year are often with a focus on applied and practical CLIL instruction. There is the opportunity for Certification, where students in TTO programs may obtain Cambridge English certificates or participate in the International Baccalaureate (IB) program.

CLIL is less common **in vocational education** but is gradually being introduced to align with the demands of globalized industries. The focus is on English-taught vocational courses related to fields like hospitality, tourism, healthcare, or business. The objective is to equip students with the language skills needed for international employment and cross-cultural workplace settings. Some examples are tourism schools adopting CLIL for teaching subjects like customer service, international business communication, or culinary arts.

While not traditionally considered CLIL, **higher education institutions** in the Netherlands often teach courses entirely in English, particularly in universities and universities of applied sciences. The focus is on delivering the content entirely in a foreign language (primarily English), closely mirroring the principles of CLIL. The goal is to attract international students and prepare Dutch students for global careers.

- Describe how CLIL courses are adapted for immigrant minority students.

CLIL (Content and Language Integrated Learning) courses in the Netherlands are increasingly being adapted to meet the needs of immigrant minority students, though the primary focus often remains on bilingual or English-taught education. The Table below presents a summary of the ways in which CLIL is adapted or supplemented for this group.

No	Theme addressed	Type of support/Mechanism	Characteristics
1.	Addressing Language Barriers	Language Support	Schools often provide additional language support in Dutch as a second language (Nederlands als Tweede Taal -



			NT2) to help immigrant students achieve the language proficiency needed to follow CLIL courses effectively. Preparation Classes: Some schools have dedicated language bridging programs (schakelklassen) before students integrate into mainstream education. Bilingual Support: Teachers may switch between Dutch and the foreign language (English) as needed to ensure comprehension.
		Simplified Materials	Learning materials are adapted to be more accessible, using visuals, simplified language, and scaffolding techniques to help non-native speakers grasp complex concepts
2.	Cultural Sensitivity in Content	Inclusive Topics	CLIL courses are designed to include culturally diverse examples and case studies, making the content relatable for immigrant students. For instance, geography lessons might explore topics relevant to students' countries of origin, fostering engagement.
		Global Citizenship	Many CLIL programs incorporate themes of global citizenship, diversity, and inclusion, providing immigrant students with a sense of belonging and encouraging intercultural dialogue.
3.	Multilingualism as a Strength	Recognition of Native Languages	Schools are beginning to value and incorporate students' native languages as assets in their learning journey. Some CLIL programs allow for code-switching or discussions in native languages, particularly during group work. Multilingual peer support is often encouraged, where immigrant students help each other or Dutch peers in their shared native language.
		Focus on Third Language Learning	For students fluent in a language other than Dutch, CLIL courses offer opportunities to build upon existing language skills, fostering multilingualism.
4.	Peer and Community Support	Mentorship Programs	Peer mentorship programs are implemented to pair immigrant students with Dutch or more experienced students who can support them in navigating both language challenges and academic content
		Parental Involvement	Schools involve parents in the educational process, providing them with resources and workshops to support their children in CLIL courses.

5.	Use of Technology	Digital Tools	Technology plays a crucial role in bridging gaps for immigrant students. Translation apps and multilingual educational platforms help students understand course material. Visual aids, videos, and interactive tools make CLIL content more engaging and accessible.
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- Discuss teacher preparation and professional development opportunities for implementing CLIL.

Teacher preparation and professional development for implementing CLIL in the Netherlands focus on equipping educators with the skills and knowledge necessary to integrate content and language learning effectively. Pre-service training programs for aspiring CLIL teachers typically include modules on bilingual education, language pedagogy, and strategies for scaffolding academic content in a second language. Universities and teacher training colleges often collaborate with bilingual schools to provide practical teaching experiences, allowing future educators to apply theoretical knowledge in real classrooms. This combination of academic preparation and hands-on practice ensures that teachers are well-versed in CLIL methodologies and the challenges of teaching in linguistically diverse settings.

For in-service teachers, ongoing professional development opportunities are widely available. Workshops, seminars, and conferences organized by educational institutions and organizations, such as the European Platform for Dutch Bilingual Education, enable teachers to stay updated on best practices and innovations in CLIL. These programs emphasize collaborative learning, encouraging educators to share experiences and strategies for addressing challenges like differentiating instruction for students with varying language proficiencies. Additionally, many schools provide access to mentoring and peer support networks, fostering a community of practice among CLIL educators. Despite these resources, challenges such as limited time, varying levels of teacher proficiency in the target language, and the need for context-specific training remain areas for continued improvement.

- Identify tools and materials used to teach CLIL courses, particularly for immigrant students – focus on the needs of language educators and students.

Teaching CLIL courses in the Netherlands, particularly for immigrant students, relies on a variety of tools and materials designed to meet both content and language learning objectives. Language educators often utilize multimodal resources, including bilingual textbooks, online platforms, and visual aids, to make academic content accessible to students with diverse language proficiencies. Interactive tools like videos, simulations, and virtual labs are commonly used to create an engaging learning environment and bridge language gaps. For younger students, educators incorporate storytelling, games, and picture dictionaries to develop basic vocabulary and comprehension while fostering an enjoyable learning experience. Digital tools such as apps for language learning, subtitled educational videos, and translation software also play a key role in supporting linguistic needs, particularly for newly arrived immigrant students.

Additionally, teachers use scaffolded instructional materials like sentence frames, graphic organizers, and step-by-step guides to support students in building Cognitive Academic Language Proficiency (CALP). Authentic materials, including newspapers, podcasts, and case studies, are often adapted to align with students' linguistic levels, providing them with opportunities to engage with real-world content in the target language. Collaborative tools like shared digital whiteboards and language portfolios allow students to actively participate in their learning while developing interpersonal communication skills. To address the cultural and linguistic diversity of immigrant students, some educators employ culturally responsive teaching materials, ensuring the inclusion of relatable examples and multilingual support where necessary. These resources, combined with targeted teacher training and adaptive classroom practices, create an environment conducive to both language acquisition and academic success.

> BICS & CALP

- Analyze how CLIL courses address both Basic Interpersonal Communication Skills (social communication) and Cognitive Academic Language Proficiency (academic language skills).

In the Netherlands, CLIL courses effectively address both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) by fostering immersive, context-rich environments that balance social and academic language development. Through interactive activities such as group discussions, role-plays, and peer collaboration, students are encouraged to use the target language in authentic, everyday contexts, enhancing their BICS. For immigrant students, this social communication emphasis is crucial for building confidence and integrating into the classroom community. Teachers often create opportunities for informal interactions during and outside lessons, helping students practice conversational skills in non-threatening settings. Visual aids, hands-on tasks, and real-life scenarios further support comprehension and the practical application of language.

Simultaneously, CLIL courses focus on developing CALP by embedding rigorous academic language within subject-specific content. Lessons are designed to gradually introduce complex terminology, advanced grammar, and subject-specific discourse, with scaffolding strategies such as pre-teaching vocabulary, using graphic organizers, and offering differentiated tasks. Teachers provide structured support, including sentence starters, writing frames, and guided practice, to help students articulate ideas and arguments effectively in the academic language of the subject. Immigrant students particularly benefit from this dual focus, as it equips them with the linguistic tools necessary to excel in both academic contexts and broader societal settings. By combining language instruction with cognitive skill-building, CLIL courses in the Netherlands foster a holistic approach to language learning that aligns with students' immediate and long-term communication needs.

- Provide brief descriptions or examples of activities or tasks that develop BICS and CALP in the classroom setting.

In Dutch classrooms using CLIL, activities aimed at developing Basic Interpersonal Communication Skills (BICS) often involve interactive and social tasks that encourage students to use the target language in natural, conversational contexts. For example, students may engage in role-plays where they simulate real-life scenarios, such as ordering at a restaurant or planning a group outing. These activities allow students to practice functional language in a relaxed environment, emphasizing fluency and spontaneity. Pair or small group discussions about familiar topics, like hobbies or weekend plans, further promote social language use, helping students build confidence and navigate informal communication with peers.

To develop Cognitive Academic Language Proficiency (CALP), tasks are typically more structured and content-driven, requiring the use of advanced vocabulary and critical thinking. For instance, students might analyze a historical event and write a structured essay or present their findings using academic language. Science lessons might involve conducting experiments and describing the methodology and results using precise terminology. Teachers support these tasks by providing frameworks, such as writing templates or sentence starters, to guide students in expressing complex ideas clearly. Additionally, reading and discussing academic texts helps students navigate subject-specific language, enhancing their ability to comprehend and articulate abstract concepts. These activities ensure that students build the linguistic proficiency needed for academic success.

- Highlight any assessments used to measure progress in these areas.

Assessment of progress in Basic Interpersonal Communication Skills (BICS) within Dutch CLIL classrooms often involves informal and formative methods that capture students' ability to communicate effectively in social contexts. Teachers frequently use observational techniques, noting how students interact with peers during group work, discussions, or role-playing exercises. These observations focus on students' fluency, ability to initiate and sustain conversations, and use of appropriate expressions for the context. Peer feedback is another common tool, where students evaluate each other's communication in structured tasks, such as debates or collaborative projects, providing a more interactive and reflective assessment experience. Such approaches emphasize practical language use and the ability to adapt to different conversational settings rather than focusing solely on linguistic accuracy.

For Cognitive Academic Language Proficiency (CALP), assessments are more formal and rigorous, often aligned with curriculum goals in specific subjects. These assessments typically include written tasks, such as essays, lab reports, or summaries of academic texts, which evaluate students' ability to use subject-specific vocabulary and express complex ideas. Oral presentations or subject-based discussions are also common, where students are assessed on their ability to explain concepts, support arguments, and use precise terminology. Standardized tests or teacher-designed exams may further measure comprehension of academic texts, grammatical accuracy, and the ability to apply learned concepts in new contexts. By combining formative and summative methods, these assessments ensure a comprehensive evaluation of students' academic language skills, balancing linguistic accuracy with content mastery.

> Pitfalls vs. good practices

- Recognise any barriers to implementing CLIL for immigrant minority students (e.g. linguistic, cultural, discrepancies between national education systems, etc.).

Implementing CLIL for immigrant minority students in the Netherlands poses several challenges, primarily stemming from linguistic and cultural barriers. Many immigrant students arrive with limited proficiency in both Dutch and English, the two languages often used in CLIL programs. This dual linguistic hurdle can hinder their ability to grasp subject content effectively, as they may struggle with basic language comprehension and the academic terminology required for deeper learning. Additionally, the significant variation in prior educational experiences due to discrepancies between national education systems may leave students unprepared for the pedagogical approaches of CLIL, such as its emphasis on active participation, critical thinking, and inquiry-based learning.

Cultural differences can also impact the success of CLIL implementation. Immigrant students may find it challenging to connect with teaching materials or classroom practices that do not reflect their cultural backgrounds. The lack of culturally inclusive curricula may reduce engagement and hinder the development of a sense of belonging. Furthermore, systemic barriers such as insufficient teacher training in culturally responsive pedagogy and limited access to additional language support exacerbate these issues. Teachers may lack the tools or resources to differentiate instruction effectively, leaving some students without the tailored assistance they need to thrive in a CLIL environment. Addressing these barriers requires a multifaceted approach that integrates linguistic support, cultural inclusivity, and alignment of pedagogical strategies with the diverse needs of immigrant students.

- Point out some successful strategies or innovative approaches to CLIL in the national context, and include real-life examples of effective CLIL courses for immigrant minorities.

The Dutch context offers several successful strategies and innovative approaches to implementing CLIL that address the unique needs of immigrant minority students. One effective strategy is the integration of scaffolded language support into subject teaching. For example, educators use visual aids, glossaries, and sentence starters to help students navigate complex subject-specific terminology. These scaffolds allow learners to focus on content comprehension without being overwhelmed by language demands. Schools such as Wolfert van Borselen in Rotterdam have effectively implemented these strategies, combining hands-on activities with linguistic scaffolding to make science and history lessons accessible to students with varying language proficiencies.

Another innovative approach is the emphasis on collaborative learning. Pairing immigrant students with native or more proficient peers fosters a supportive learning environment where students can practice both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). This strategy is evident in schools like the International School Utrecht, where project-based learning encourages collaboration. For instance, students may work together to create a model of a sustainable city, integrating vocabulary and concepts from geography, science, and mathematics. This type of project not only builds language skills but also develops critical thinking and problem-solving abilities.

Additionally, cultural inclusivity is increasingly prioritized in Dutch CLIL programs. Teachers incorporate multicultural perspectives into their lessons, ensuring immigrant students see their backgrounds reflected in the curriculum. For example, history lessons may include narratives from the students' countries of origin, fostering a sense of connection and relevance. Schools also leverage digital tools, such as online platforms and apps, to provide individualized feedback and track student progress in both language and content areas. These approaches demonstrate how Dutch schools are creatively adapting CLIL to meet the needs of immigrant minority students while maintaining academic rigor and inclusivity.

6. Target groups' perspectives

- Collect feedback from educators regarding their experiences with CLIL for immigrant students.

Educators working with CLIL for immigrant students in the Netherlands generally highlight its potential for fostering language acquisition and academic engagement. Many teachers note that integrating content and language instruction helps students develop both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) more effectively, as students are immersed in real-world language contexts that align with academic subjects. However, they also emphasize challenges such as adapting materials to diverse language proficiencies, managing cultural differences, and addressing the varying levels of prior education among immigrant students.

Some educators have reported that immigrant students often find the dual focus of CLIL demanding, particularly when their language skills are still in the early stages of development. Teachers also cite limited training and resources for addressing these unique needs. Nonetheless, innovative strategies, such as scaffolding techniques, collaborative group work, and the use of visual aids, have proven effective in supporting students' learning. Educators appreciate the role of teacher collaboration and professional development in refining CLIL methodologies, noting that peer support and shared best practices significantly enhance their ability to meet the needs of immigrant students. Overall, while challenges persist, there is optimism about the potential of CLIL to bridge linguistic and academic gaps for immigrant learners in the Dutch educational system.

- Gather insights from immigrant minority students participating in CLIL courses.

Immigrant minority students participating in CLIL courses in the Netherlands have shared diverse insights into their experiences, reflecting both the benefits and challenges of this educational approach. Many students express appreciation for the opportunity to learn Dutch and another foreign language while engaging with academic content, noting that this integrated approach helps them feel more connected to their new environment. They often highlight the positive impact of group activities and interactive lessons, which foster social bonds and build confidence in using the language in real-life contexts. For some, the opportunity to learn through CLIL has made transitioning into the Dutch education system smoother, as it provides a structured and immersive language-learning experience.

However, students also report difficulties, particularly when their initial language skills are limited. The dual challenge of grasping new content and learning a language simultaneously

can feel overwhelming, especially when insufficient scaffolding is provided. Many students mention the importance of having supportive teachers who are patient and willing to adjust their teaching methods to accommodate varying levels of proficiency. Additionally, some immigrant students feel a cultural disconnect in the curriculum, which can make it harder to relate to the material or fully engage with it. Despite these challenges, students generally recognize the long-term value of CLIL in preparing them for academic success and future opportunities in a multilingual and multicultural society.

- Include perspectives from any key community groups, such as: parents of students attending a CLIL course.

The perspectives of key community groups regarding CLIL courses for students in the Netherlands highlight a mix of optimism, concerns, and strategic considerations. **Parents** of students often view CLIL as a valuable opportunity for their children to develop language proficiency alongside academic skills, recognizing its potential to enhance future employability and integration into a multicultural society. Many parents, especially those from immigrant backgrounds, see CLIL as a bridge for their children to connect with Dutch culture and education. However, some express concerns about the added cognitive load and whether their children receive adequate support to thrive in a dual-language learning environment. They emphasize the need for communication with schools to understand the program's benefits and how to best support their children at home.

School authorities generally regard CLIL as an innovative and effective teaching method that aligns with the goals of modern, inclusive education. They emphasize the importance of well-trained educators who can effectively balance content delivery with language instruction and the need for sufficient resources to support this dual focus. Authorities acknowledge the challenges of implementing CLIL in diverse classrooms, such as varying language levels and cultural backgrounds, but highlight its potential to foster inclusivity and cross-cultural understanding.

Governmental institutions view CLIL as an important policy tool for fostering multilingualism and supporting the integration of immigrant students into the Dutch education system. They stress its alignment with national and European priorities for education and language learning, including preparing students for globalized job markets. However, they also identify challenges such as ensuring equitable access to CLIL programs across schools, addressing resource disparities, and supporting teacher training initiatives. Collectively, these groups share a common belief in the transformative potential of CLIL while advocating for collaboration and sustained investment to maximize its impact.

7. Wrap-up

- Summarize key findings from the national perspective.

From a national perspective, CLIL courses for immigrant students in the Netherlands reveal several key findings. First, the integration of language and content teaching has proven effective in promoting both linguistic proficiency and subject matter understanding, aiding academic integration. Second, the use of bilingual and visual resources helps bridge

language gaps, particularly for students new to the Dutch educational system. Third, teacher training and professional development play a crucial role in equipping educators with the skills needed to address the diverse linguistic and cultural needs of immigrant students. Fourth, challenges persist in aligning curriculum content with students' varied language abilities, requiring adaptive teaching strategies and additional support. Lastly, the active collaboration between schools, parents, and governmental institutions is essential to creating inclusive learning environments and ensuring the success of immigrant students in CLIL programs.

While many schools strive to adapt their CLIL courses for immigrant minority students, challenges remain: a) Limited Resources – some schools lack the funding or staff needed to implement fully inclusive programs; 2) Linguistic Gap – for students who are neither proficient in Dutch nor the CLIL language (usually English), the dual challenge of learning content and language can be overwhelming.; 3) Standardized Testing – national assessments and exams may not fully account for the linguistic and cultural hurdles faced by immigrant students.

In the Netherlands, adapting CLIL for immigrant minority students involves a blend of linguistic support, culturally inclusive content, peer and community engagement, and teacher training. While significant progress has been made, ongoing efforts are needed to ensure equitable access to CLIL programs and to fully unlock their potential as tools for integration and academic success.

- Provide feasible recommendations for improving the implementation of CLIL courses for immigrant minority students in classroom environments.

To improve the implementation of CLIL courses for immigrant minority students in the Netherlands, it is essential to adopt a multifaceted approach that enhances inclusivity and effectiveness. One key recommendation is to provide targeted professional development programs for educators, focusing on strategies for supporting students with diverse linguistic backgrounds. Training should include methods for scaffolding complex content, integrating cultural diversity into lessons, and fostering a supportive classroom environment. Additionally, schools should develop collaborative practices that involve parents and community members, creating a shared understanding of the educational goals and offering language support to families when needed.

Another critical step is to invest in differentiated teaching materials that cater to varying levels of language proficiency while maintaining subject rigor. Resources such as interactive digital tools, multilingual glossaries, and culturally responsive teaching aids can help bridge language gaps and enhance student engagement. Furthermore, integrating formative assessments tailored to measure both language and content mastery can help track progress and identify areas requiring additional support. Expanding access to mentorship programs or peer support systems for immigrant students can also create a sense of belonging and encourage social integration. By implementing these strategies, the Dutch CLIL framework can more effectively address the unique needs of immigrant minority students and foster equitable opportunities for academic success.

8. References

- Include a list of all sources reviewed, including academic papers, policy documents, official reports and online resources.

Academic Papers

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Nuffic (2023). "Annual Report on International Education in the Netherlands"

LOWAN (2023). "Report on Newcomer Education in Secondary Schools"

Online Resources

Nuffic TTO Standards website (<https://www.nuffic.nl/onderwerpen/tweetalig-onderwijs>)

<https://www.nuffic.nl/sites/default/files/2022-02/on-language-teachers-and-clil-shifting-the-perspectives.pdf>

Dutch Ministry of Education website section on bilingual education - <https://www.nuffic.nl/sites/default/files/2020-08/bilingual-education-in-dutch-schools-a-success-story.pdf>

LOWAN resources for newcomer education (<https://www.lowan.nl>)



Integration of newly arrived students in the Netherlands (Study of the Utrecht University)

<https://studenttheses.uu.nl/bitstream/handle/20.500.12932/40983/Masterthesis%20Avramidu%20C%20Z-7595747.pdf?sequence=1&isAllowed=y>