



Language eduCation for inclusion of immigrAnt minoRity studEnts (CARE):

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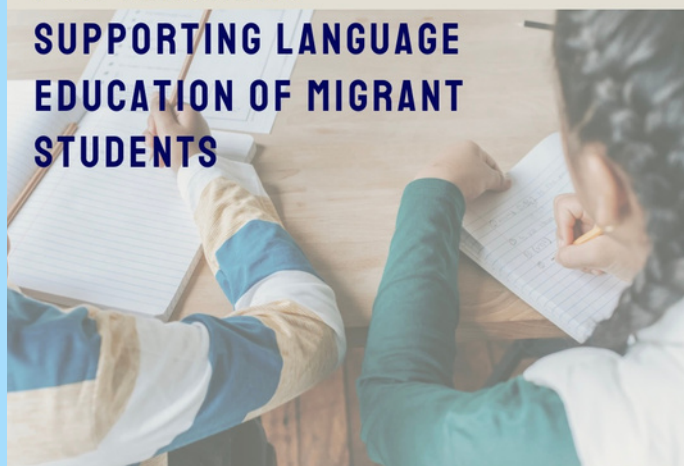
Methodological Guidebook is READY!

Methodological Guidebook is to support teachers and language educators in integrating BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) into teaching and learning. This will provide teachers with a comprehensive approach to language teaching and learning, thus supporting language education inclusivity. The Guidebook is primarily created for language teachers of pupils with migrant backgrounds and other community stakeholders who support students with a migrant background. The Guidebook provides insight into key terms of CLIL education and practical guidelines for implementing CLIL, accompanied by Technology Enhanced Learning Mentoring Support (TELMs), digital and AI tools.

METHODOLOGICAL GUIDEBOOK

FOR TEACHERS

SUPPORTING LANGUAGE
EDUCATION OF MIGRANT
STUDENTS





Desk research is READY!

This desk research report examines how Content and Language Integrated Learning (CLIL) is applied to support immigrant minority students in Spain, Poland, Croatia, and the Netherlands.

Focusing on enhancing language acquisition in school environments, the report highlights the use of CLIL strategies that integrate both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

Each national report follows a shared structure, exploring immigration context, language education policies, CLIL course implementation, tools for educators, and stakeholder feedback.



The research identifies both challenges and effective practices, offering real-life examples and recommendations to improve CLIL delivery. The overall aim is to build a unified understanding of CLIL's role in fostering inclusion and academic success for immigrant students across Europe.



Focus Groups



The focus groups were conducted to gather insights from both teachers and pupils with migrant backgrounds on the use of Content and Language Integrated Learning (CLIL) in host country schools.

Held across four partner countries—Spain, Poland, Croatia, and the Netherlands — each country facilitated two sessions: one with educators and one with pupils aged 7–14.



The discussions explored the challenges of teaching and learning academic subjects in a non-native language, the effectiveness of CLIL strategies in developing both social (BICS) and academic (CALP) language skills, and the relevance of the CARE Methodological Guidebook.

Teachers shared experiences on classroom practices, assessment methods, and resource needs, while pupils reflected on their learning experiences, inclusion, and the support they receive. The findings will contribute to refining CLIL approaches and better supporting the integration of immigrant students through language education.





JUNE, 2025

www.careeducation.eu

2nd PARTNER MEETING

The second Transnational Project Meeting of the CARE project (Language Education for Inclusion of Immigrant Minority Students) took place in Reus, Spain, on 27–28 May 2025, bringing together partners from Poland, Croatia, Spain, and the Netherlands. The meeting focused on reviewing the project timeline, discussing financial and administrative matters, and coordinating tasks across work packages. Key discussions included the planning and implementation of the focus groups for CLIL and MG, the translation of the methodological guidebook, and the development of CLIL course structures and language modules.

On the second day, the partners outlined responsibilities related to dissemination, monitoring, evaluation, and quality assurance. Drafts of the Quality Assurance and Risk Management plan and evaluation strategy were presented and discussed, with templates and deadlines established.

The meeting concluded with planning for upcoming TPMs and online meetings.





2ND EDITION

JUNE, 2025



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