

25+ Years of CLIL in the Netherlands

Challenges, quality and sustainability

Linz, Austria, 30 March 2017

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Team coordinator



Some structure

- The Dutch school system
- Historic overview of bilingual education
- Characteristics of bilingual education
- Quality assurance
- Future developments
- Questions



Trust us, we know what we're doing



Really.



The Netherlands

- 17,1 million inhabitants
- 41.413 km²
- 995.500 students in secondary education
- 33.000 in bilingual education



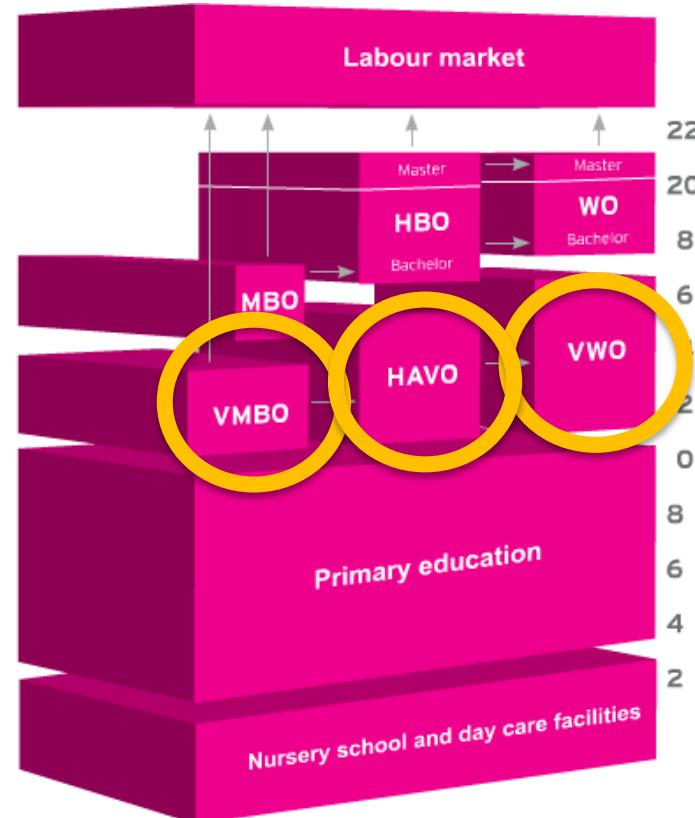
The Dutch education system

Everybody goes to primary school: 8 yrs

Selection at age 12: three main levels

It is possible to go up or down the levels,
but not very common ("piling up")

Bilingual education mostly at secondary
school level.



School finances I

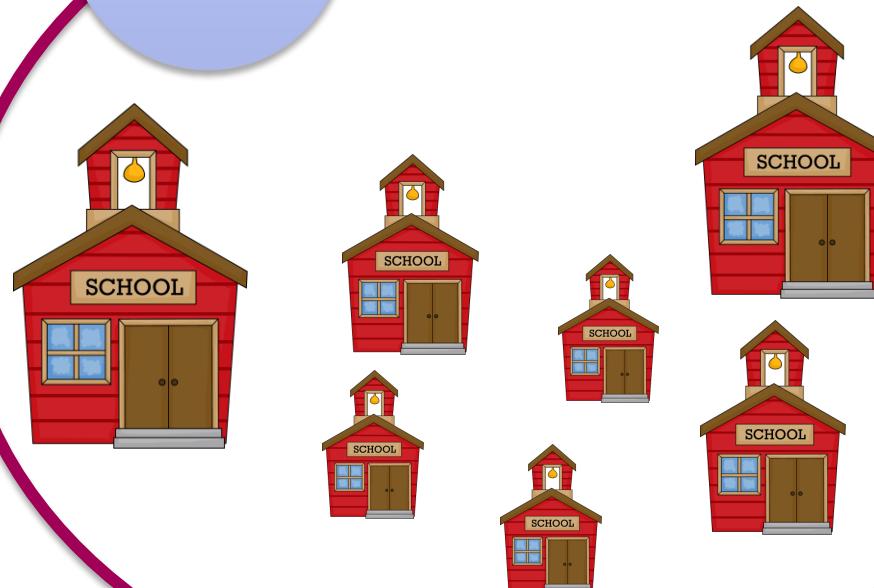


Ministry of Education, Culture and
Science of the Netherlands



Executive
board

Schools receive lump sum
for personnel and running
costs based on number of
pupils; can ask extra
parental fee.



School finances II

The school buildings belong to the local council/municipality

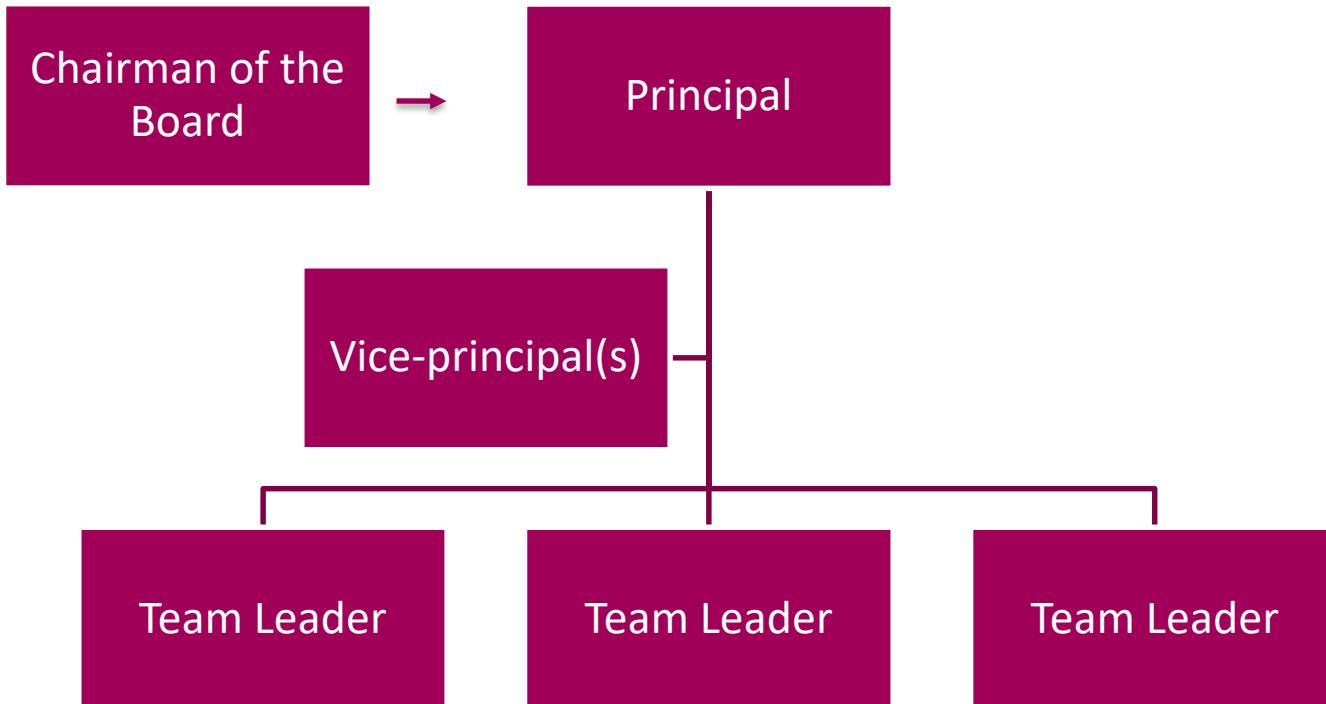
Teachers are employed **by the school**;
Salary according to collective labour agreement.

School boards may consist of 1 school or many schools:

Largest school board is BOOR in Rotterdam with 80 schools, 21k students, 2100 teachers – annual lump sum of € 216.000.000



School organisation



Central exams: levelling the field

Central exams per level

Students take compulsory and optional subjects: their 'Profile'

Final mark: 50% central exam, 50% school exam





Beginnings: 1989



The 1990s

Development started in **international education**

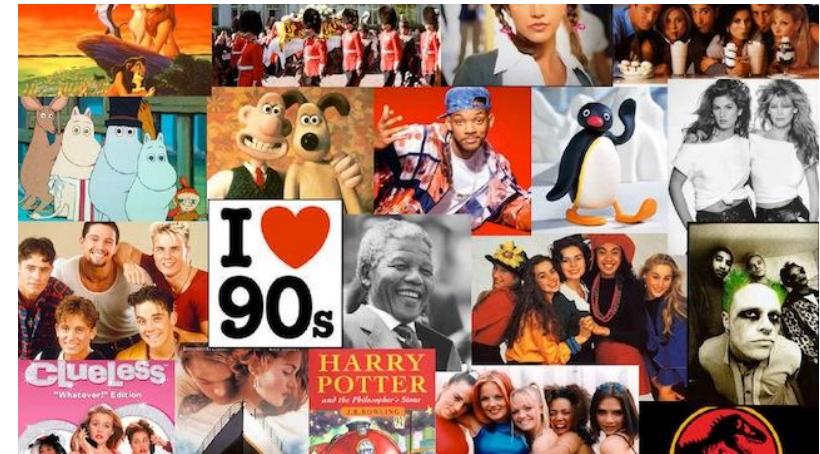
Slow but steady growth

Grassroots movement: schools organized themselves

Ministry of Education tasked Nuffic to co-ordinate

Schools started discussing the 'brand'
bilingual education

Year 2000: 26 schools



Standard Bilingual Education

- 50% of subjects taught through English
- International co-operation
- Students reach B2 in year 3 (age 15)
- Teachers have B2 from the start
- Lessons taught through CLIL
- Dutch + subject content does not suffer
- IB English in upper forms



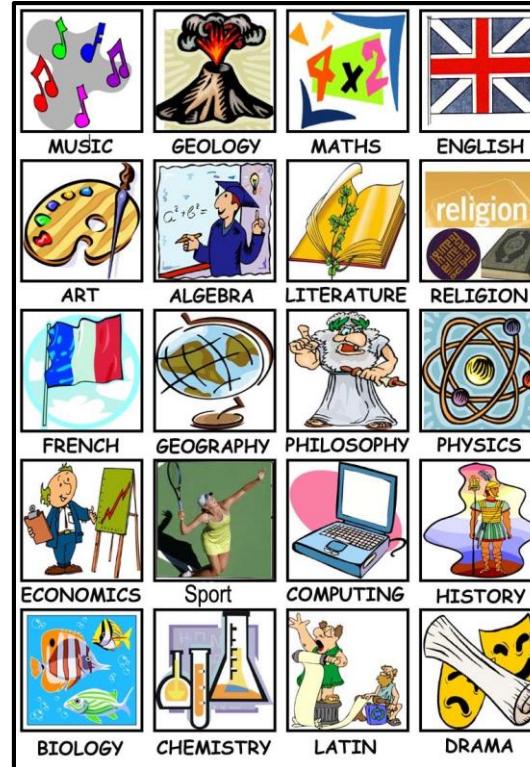
Which subjects?

All subjects are possible

At least one in clusters Science/
Humanities/Creative&PE

Some schools go as high as 70%

French/German taught in French and German



Building bilingual departments

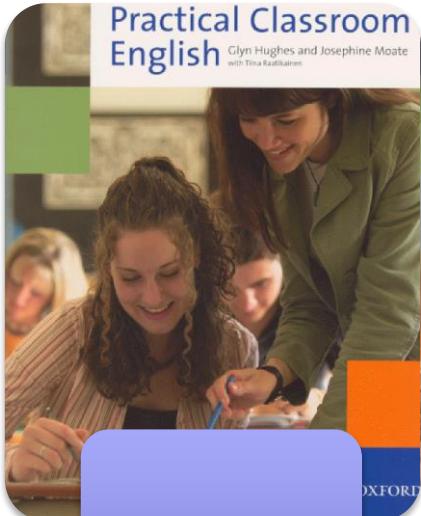
Schools **add** a department

Extra **choice** for students (and parents, and teachers)

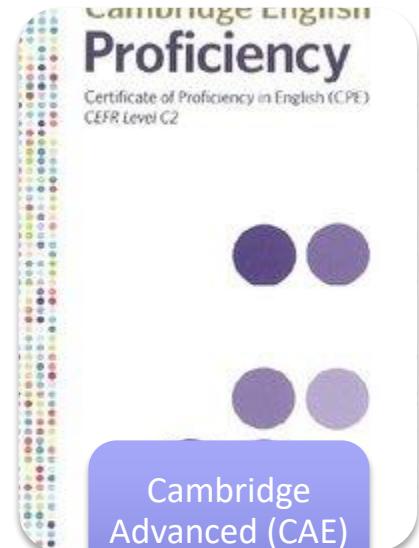
Becoming fully bilingual is **illegal**



Team schooling



Classroom
English + CLIL



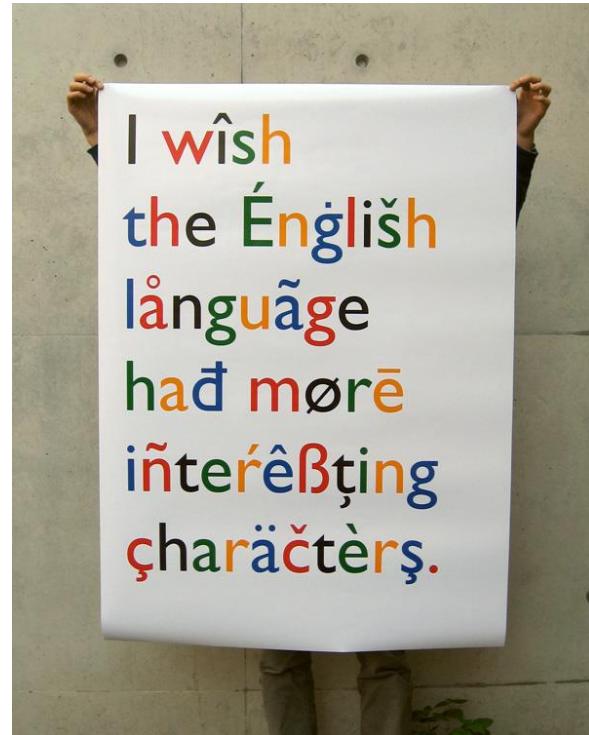
Cambridge
Advanced (CAE)
Cambridge
Proficiency
(CPE)



Language
Course Abroad

CLIL

- Subject teacher is language teacher
- Interaction /communicative approach
- Feedback
- Increasing focus on literacies



European and International orientation

The *raison d'être* of bilingual education

Integrated into curriculum

Cross-curricular projects

International co-operation

Based on Common Framework of Europe
Competence (CFEC)



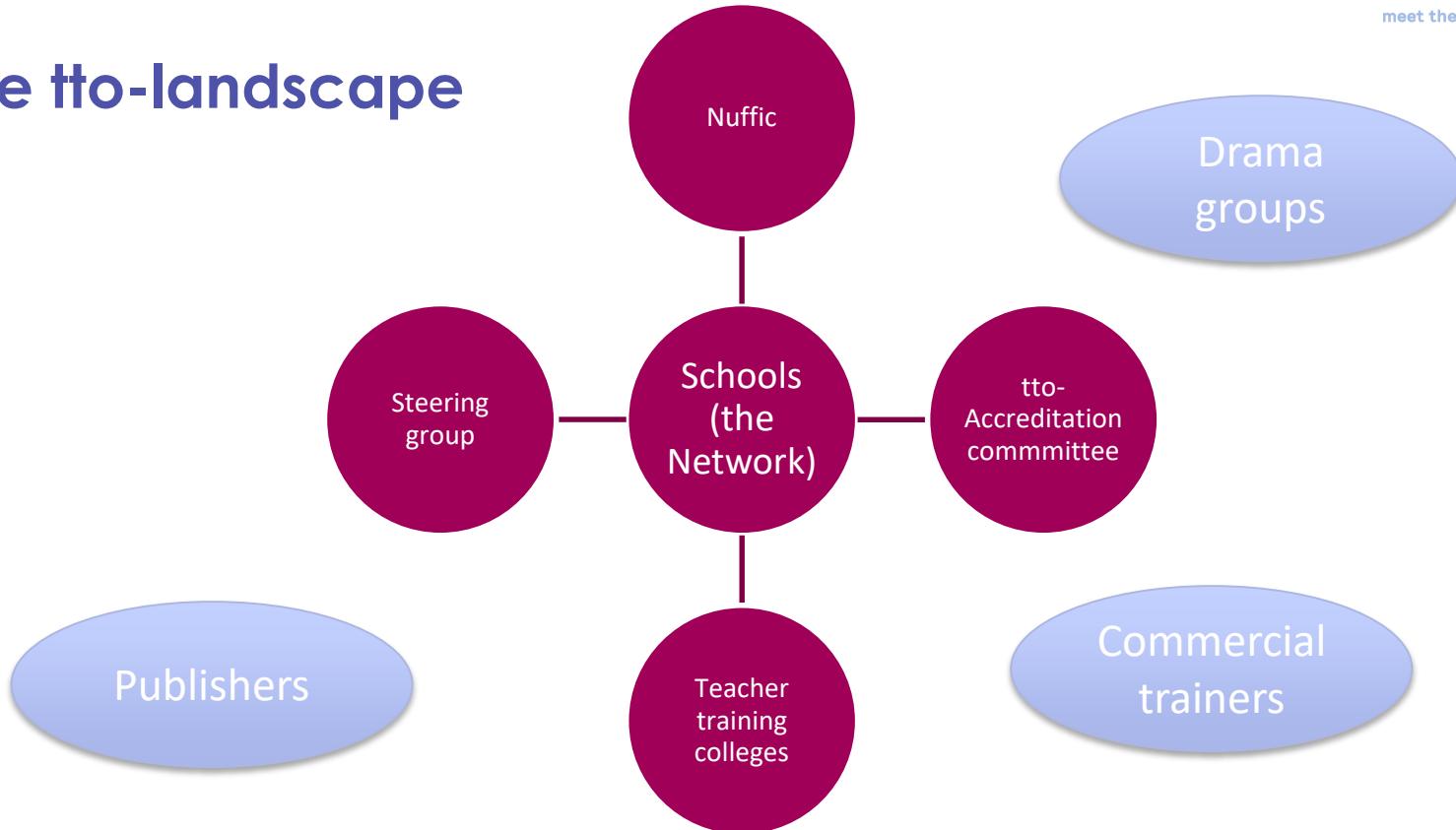
Bilingual education is a brand – a strong profile



*lid van het landelijk netwerk
voor tweetalig onderwijs*



The tto-landscape





Quality assurance

Standard has been operationalized into Quality Framework

48 indicators: results, outcomes, content

Some crucial, others 'to strive for'

Regular accreditation visits



Accreditation visit

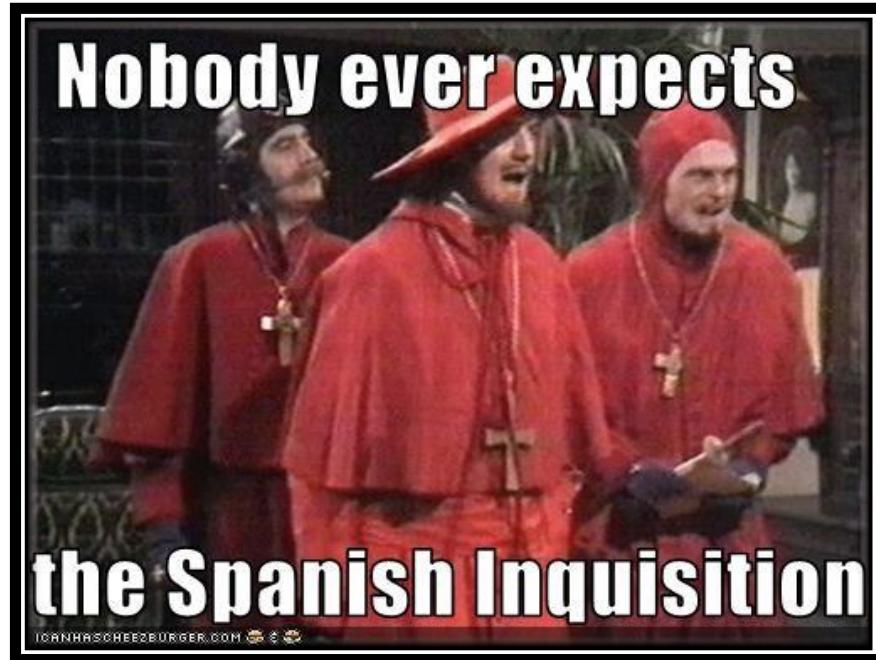
Talks with management, teachers,
Students, parents

Lesson observations

Questionnaire, policy plan

One full day, ends with report

Certificate valid for 5 years



Future developments

Tto 2.0

Accreditation sometimes not stimulating

Do we need 48 criteria?

More room for individual choices while maintaining the brand

Bilingual education in more areas of education:
primary, higher vocational, higher ed?



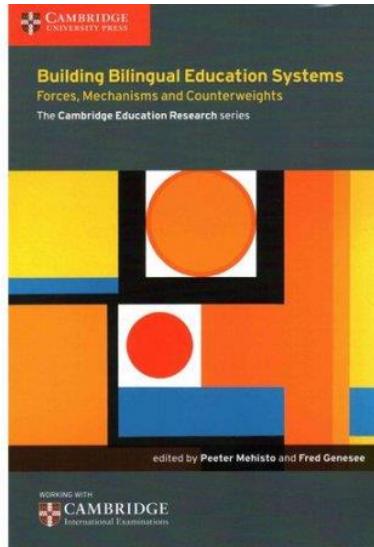
Further reading

The Netherlands: Quality Control as a Driving Force in Bilingual Education (De Graaff, Van Wilgenburg) publication description In: Building Bilingual Education Systems: Forces, Mechanisms and Counterweights (Peeter Mehisto and Fred Genesee, eds.) Cambridge University Press.

[Bilingual education in Dutch Schools. A success story](#) (Nuffic)

Bilingualer Sachfachunterricht in den Niederlanden

(Kerstin Hä默ling, Goethe Institut). To be published next week



Any Questions?

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