



**Govern de les Illes Balears**  
Conselleria d'Educació, Cultura i Universitats  
Direcció General d'Ordenació,  
Innovació i Formació Professional



CLIL- Objectives and ResourceKit in Education

# State-of-the-art Analysis

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## 1. Introduction

The European Union has as one of their objectives that “European citizens should be competent in two languages different from their mother tongue” (European Union Summit, Barcelona 2002).

According to the Spanish Law of Education 2006 (Organic Law of Education 2/2006, 3rd May *Ley Orgánica de Educación LOE 2006*), “students should be able to communicate in the official languages and in one or more foreign languages”

The legislative framework in the Spanish Education system establishes the legal framework in education at a national level. Nevertheless, the educational system varies slightly from one region to another as each autonomous community regulates the adaptation of this Law to its territory.

In The Autonomous Community of the Balearic Islands, a multicultural multilingual society, two official languages coexist: Spanish and Catalan. The regional regulations establish that students should be competent in the two official languages and English as a foreign language.

## 2. The Spanish Education System

Nursery or Pre-school (ages 3-6)

### **Compulsory Education**

- Primary Education (ages 6-12)
- Secondary Education (ages 12-16)

### **Non-compulsory Education**

- Baccalaureate (ages 16-18)



- Initial Vocational Training (ages 16-18)
- Vocational Training (ages 18-20)

### **3. National regulations. Education policies in Spain**

The Spanish Curricula (for Nursery, Primary, compulsory and non-compulsory Secondary Education) in the Balearic Islands establish

- a) the teaching of a foreign language as compulsory from age 6
- b) the need and importance of the students' competence in the communicative use of the official and foreign languages (Spanish, Catalan, English)
- c) the objectives and level of competence in the foreign language at each level of Education
- d) the possibility of teaching one or more content subjects in a foreign language

### **4. Regional regulations. Education policies in our Community**

The current CLIL programs in the Balearic Islands are:

- Integrated curriculum of the agreement British Council-Spanish Ministry of Education (2 Primary schools and 2 Secondary schools) since 1996.
- European Sections. Teaching of content subjects in Primary and Secondary schools since 2004-05
- Plurilingual Educational Plan starting in 2012-13  
(Call for the PEP 2012-13 to be published in the Balearics Official Bulletin in March-April 2012)

#### **4.1. Integrated Curriculum of the agreement British Council-Spanish Ministry of Education**

##### **4.1.1. Regulations for the British Council-Spanish Ministry of Education Integrated Curriculum**



The national integrated curriculum project in Spain began in 1996, following an agreement between the Ministry of Education and the British Council. The agreement introduced an integrated curriculum in some Spanish state schools for pupils aged three and four. Since 1996 this program has slowly been introduced at every level of education from age three through to sixteen in the project schools.

Some of the aims of the integrated curriculum in English as set out in the official *Guidelines* for the Integrated Curriculum Primary and approved by the Ministry of Education in Spain are:

- To promote the acquisition and learning of both languages through an integrated content-based curriculum.
- To encourage awareness of the diversity of both cultures.
- Where appropriate, to promote the certification of studies under both educational systems.

Regulations regarding the Integrated Curriculum Programme:

- 1<sup>st</sup> of February 1996: Agreement between the Spanish Ministry of Education and the British Council (BOMECA 18/03/1996 núm. 365)
- 1<sup>st</sup> March 1996, Motion, Spanish Ministry of Education: Creation of the program in some schools in Spain, two primary schools in the Balearic Islands,
- 5<sup>th</sup> April 2000, Public Order: Integrated curriculum for Pre-primary and Primary Education (BOE 02/05/2000 núm.105)
- 20<sup>th</sup> June 2005, Royal Decree 717/2005: regulation of the integrated curriculum
- 6<sup>th</sup> April 2006, Public Order (ECI/1128/2006): Development of previous Royal decree regulation of the program
- 9<sup>th</sup> July 2010, Public Order: Balearic Islands Ministry of Education: Organization and implementation of the program in the Balearic Islands (BOIB 05/08/2010 núm. 115)

#### **4.1.2. Levels of Education in the Integrated Curriculum Program**



This project is implemented in both Primary and Secondary Education.

In Spain, a total of 82 primary schools and 42 secondary schools are involved in the Integrated Curriculum Project.

In the Balearic Islands 2 Primary schools and 2 Secondary schools implement this program.

#### **4.1.3. Languages in the Integrated Curriculum Program**

In the Balearic Islands the curriculum is taught through the means of the two official languages, Spanish and Catalan, and English as the foreign language.

The amount of curricular time allocated to English (English language plus subjects taught in English) is equivalent to 1/3 of each week at school.

The skills of reading and writing in English are introduced from an early point, in order to complement the skills of listening and speaking and to promote an underlying general competence in language.

#### **4.1.4. Subjects in the Integrated Curriculum Program**

The curriculum includes subject areas from both the Spanish and the English National Curriculum such as Science, History and Geography.

#### **4.1.5. Implementation in schools**

At a national level support is made available to schools through the appointment of a key person from both, the Ministry and the British Council, who jointly oversee the project, visit schools and arrange for initial training.



The British Council and the Ministry of Education check that staff and parents are in favor of the school's participation in the program.

In each school one of the teachers acts as a coordinator of the program.

#### **4.1.6. Teachers on the Integrated Curriculum Program**

Teachers are expected to have a native or near-native command of both spoken and written English, have recognized European QTS (Qualified Teacher Status) and have had classroom experience

When the Integrated Curriculum Program was set up in 1996, it was recognized that staffing resources needed to be supplemented by native (or near-native) speakers of English, and appointments of *assistant teachers* were made. These teachers are appointed by the Ministry of Education at the beginning of each school year to each participating school in order to support the everyday classroom teachers in implementing the program.

There is a specific need for co-operation and coordination between teachers and departments (the Science, History and Geography teachers are expected to work closely with the English teacher) and between Primary and Secondary schools involved in the project.

The Ministry and the British Council run a program of staff development for teachers on the integrated curriculum project. This program includes short courses for newly appointed contracted teachers in early September and training sessions by Cambridge IGCSE examiners.

#### **4.1.7. Students on the Integrated Curriculum Program**



When the Primary pupils on the Integrated Curriculum enter Secondary school, they continue to receive a bilingual education.

Teachers should decide whether it is advisable or not for each student on the last year at Primary school to go on with the program at Secondary school.

Students who haven't been on the program during their Primary Education and want to join the program at Secondary school, have to pass a test on the three languages, Spanish, Catalan and English in order to be admitted.

#### **4.1.8. Assessment of the Integrated Curriculum Program**

The program's implementation in the Balearic Islands is evaluated once a year by means of a commission made up by some members from the administration and some teachers from the schools on the program.

### **4.2. European Sections Program**

#### **4.2.1. Regulations for the European Sections Program**

Legislated by the Balearic Islands Government in 2009 (Public Order 17<sup>th</sup> June 2009, BOIB 7<sup>th</sup> July 2009, núm. 98).

#### **4.2.2. Levels of Education of the European Sections Program**

- Primary Education (ages 6-12)
- Compulsory Secondary Education (ages 12-16)
- Non-compulsory Secondary Education (ages 16-18)
- Initial Vocational Training (ages 16-18)
- Vocational Training (ages 18-20)

#### **4.2.3. Languages in the European Sections Program**



The European Sections Program in the Balearic Islands is delivered through English, French and German. However, regional regulations do not establish the foreign languages in which non linguistic subjects can be taught.

#### **4.2.4. Subjects in the European Sections Program**

Any content subject included in the curriculum, except for those which, by law, have to be taught in one of the two official languages.

Subjects can be taught totally or partially in the foreign language, a minimum of 1 hour/week/subject.

Schools have to ensure the acquisition of basic and specific vocabulary also in the students' language

#### **4.2.5. Implementations in Schools**

The implementation of the European Sections program requires the support of the school management team, teachers, school staff, parents and students.

It must be first implemented starting from the first grade in Primary Education and it is highly recommended to do so in Secondary Education.

Secondary schools can implement a subject in a foreign language just in one of the groups of a specific grade or in all the groups of that grade.

In Vocational Training and in Baccalaurate (non-compulsory Secondary Education) content subjects can be taught only in the foreign language which has been studied in Compulsory Secondary Education.

Schools require the confirmation from the Department of Education of the areas/ subjects to be implemented.



At the beginning of the academic year, schools have to submit several documents to the Education Department containing the following information:

- Areas taught in the foreign language, objectives and contents
- Teachers involved in the program
- Assistant teacher's tasks and schedule

#### **4.2.6. Teachers on the European Sections Program**

Teachers are required a B2 level in the foreign language of the European Section.

Language assistants, if assigned, cooperate with foreign language and content subject teachers both in designing the didactic units and in their implementation in the classroom.

The Education authorities promote and organize initial training for teachers involved in the program.

#### **4.2.7. Students on the European Sections Program**

Schools have to establish criteria for students' admission and continuity in the program.

Secondary students who choose to be included in the Sections European program should stay for a whole academic year. In special cases, students can withdraw from the program before the beginning of the second term.

Students who require some extra support in the foreign language can take a maximum of two extra language lessons/periods per week, foreign language teachers' schedules and schools resources permitting.

#### **4.2.8. Assessment of the European Sections Program**

##### **Students' assessment**

As regulated by the Organic Law of Education and by the Autonomous Community

### **Schools' assessment**

An annual report has to be submitted at the end of the academic year with results regarding students' achievement both in content and languages (official and foreign languages). The reports are used as a basis to monitor the program and decide on the continuity of the schools in the program.

## **4.3. Plurilingual Educational Plan**

### **4.3.1. Regulations for the Plurilingual Educational Plan**

The Department of Education of the Balearic Islands is promoting the development of a Plurilingual Educational Plan which main goal is to achieve the complete implementation of CLIL methodology in all schools and all levels of Education in the Balearic Islands.

### **4.3.2. Levels of Education in the Plurilingual Educational Plan**

The implementation of this 3 year plan starts in 2012-13 at the following levels:

-Primary Education, first and fourth level (ages 6 and 9)

-Secondary Education, first level (age 12)

The experience will be occurring progressively in the selected schools during 3 years, then, all levels of Compulsory Education will be applying CLIL (from ages 6 to 16)

After the 3-year experience it will be compulsory for all schools to implement CLIL methodology at all levels of Education.

### **4.3.3. Languages in the Plurilingual Educational Plan**



English will be the foreign language used in the Plurilingual Educational Plan to implement CLIL methodology.

#### **4.3.4. Subjects in the Plurilingual Educational Plan**

In accordance with school autonomy, each school is free to decide on the subjects, and consequently on the amount of hours, which are to be implemented in Catalan, Spanish and English, taking into account the school's human resources and the following regulations:

- The amount of hours is the same for the three compulsory languages (Spanish, Catalan and English). A minimum of 5 hours/week in Primary and 6 hours/week in Secondary should be assigned to each language. The rest of the hours will be distributed in the languages chosen by the school.
- CLIL can be implemented in any non-linguistic subject included in the curriculum (depending on the teachers' competences)

#### **4.3.5. Implementation in school in the Plurilingual Educational Plan**

The implementation of this plan requires the approval and support of the school management team, teachers and the school council, and the support of parents and students.

The Plurilingual Educational Plan is a 3 year experience that starts the implementation in 2012-13 in three different levels simultaneously:

- First level of Primary Education (age 6)
- Fourth level of Primary Education (age 9)
- First level Secondary Education, (age 12)

In the selected schools the experience will be occurring progressively in the different levels. After the 3-year experience it will be compulsory for all schools to implement CLIL methodology at all levels of Education



Spanish, Catalan and English will be used in the teaching of linguistic and non- linguistic subjects.

Students in Primary Education will be involved in a minimum of 5 hours/sessions per week in each language (Spanish, Catalan and English) and students in Secondary Education will be involved in a minimum of 6 hours/sessions per week in each language (Spanish, Catalan and English)

The schools involved in the program must stay in the program for a minimum of three years and will participate in all the evaluations determined by the Department of Education

The schools must count with an updated Educational School Project containing a detailed description of the use of languages in each subject and level.

#### **4.3.6. Teachers of the Plurilingual Educational Plan**

Teachers in the program are required a B2 level or higher and have to be qualified by the Department of Education

Teachers involved must stay in the program for a minimum of 3 years

The Department of Education provides specific training for the teachers involved in the program:

-Initial Training: CLIL Methodology Course (40h) and Language Course for Qualification (80h)

-Continuous Training: Coordination Seminars

The school headteacher will assign a coordinator for the program.

A language assistant is assigned in order to collaborate with foreign language and CLIL teachers in the design of the lesson plans and their implementation in the classroom.



#### **4.3.7. Students on the Plurilingual Educational Plan**

All the students will be involved in this program.

The Plurilingual Educational Plan involves students in Primary and compulsory Secondary from the selected schools. Nevertheless, once the plan is developed, the aim is to implement the plurilingual program in all levels of education and in all the schools in the Balearic Islands

Students who require some extra support in the foreign language will be taken into account through specific support

#### **4.3.8. Assessment of the Plurilingual Educational Plan**

##### **Students' assessment**

Students will be assessed as regulated by the Organic Law of Education and by the Autonomous Community Department of Education.

At the end of the 3 year pilot plan there will be a specific linguistic evaluation in order to grade the students' level of competence in Spanish, Catalan and English within the European parameters.

##### **Schools' assessment**

The coordination of the monitoring and evaluation of the program relies on the Department of Inspection of Education. An annual report will be presented about the key points of the implementation of the plan.

The school will assign a coordinator and a school commission who will be in charge of the monitoring and development of the Plurilingual Educational Plan. An annual report will be presented about the key points of the implementation of the plan.



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The Department of Education will evaluate the development and results of the plan.



## 5. EVOLUTION OF CLIL IN THE BALEARIC ISLANDS. GRAPHICS

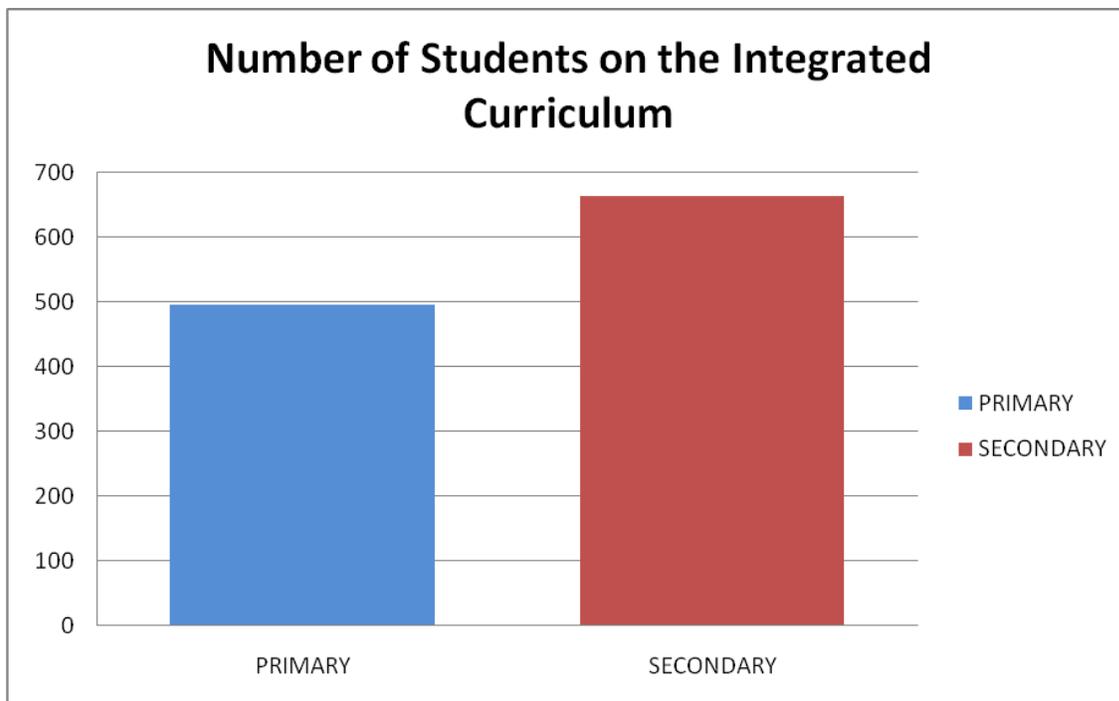
### 5.1. INTEGRATED CURRICULUM

In the Balearic Islands there are currently four schools participating to the program of the Integrated Curriculum: two primary schools and two secondary schools.

TOTAL NUMBER OF <b>STUDENTS</b> ON THE INTEGRATED PROGRAM	999
TOTAL NUMBER OF <b>TEACHERS</b> ON THE INTEGRATED PROGRAM	20

According to each level, the number of students attending the program is the following:

Primary	495	TOTAL	1.157
Secondary	662		



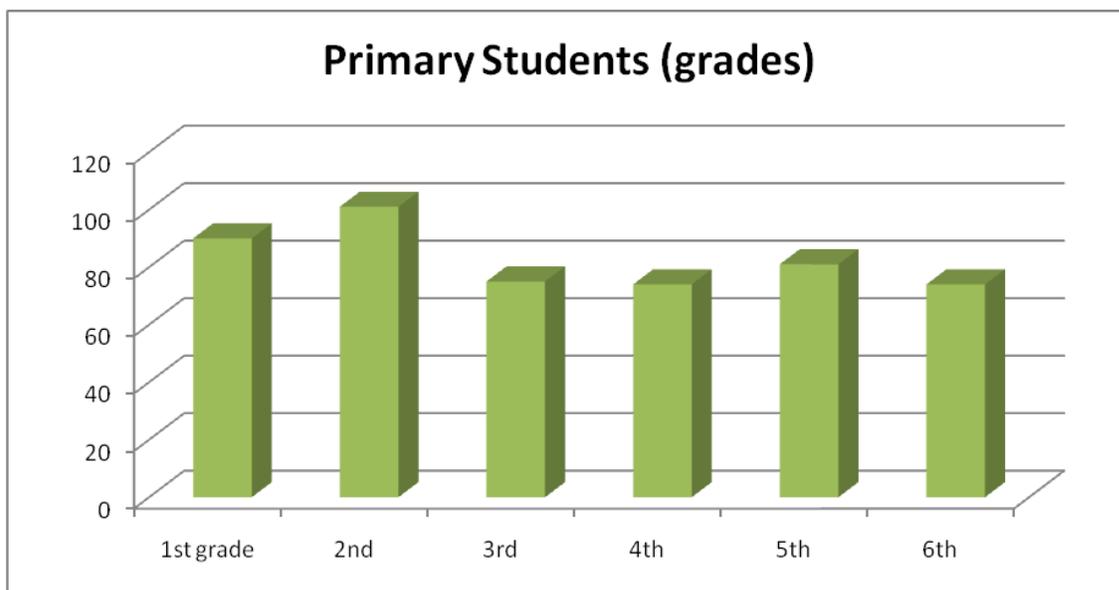
The participation in Secondary Education is higher than in Primary Education.



## NUMBER OF STUDENTS PER LEVELS

### INTEGRATED CURRICULUM

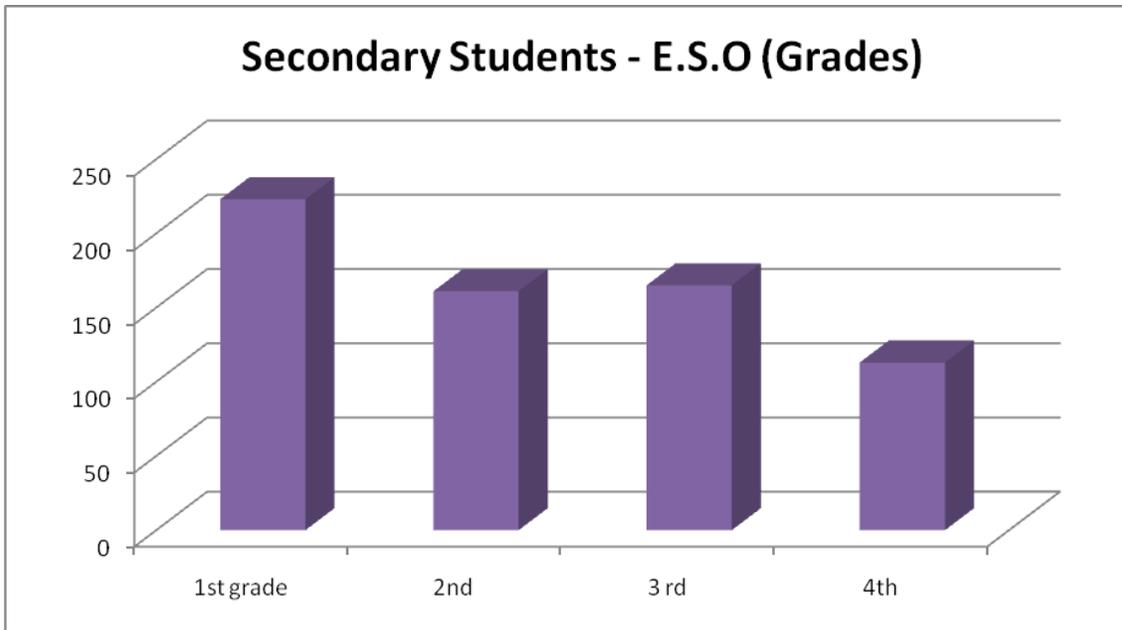
Primary Students	1 <sup>st</sup> grade	90
	2nd	101
	3rd	75
	4th	74
	5th	81
	6th	74
<b>TOTAL</b> Primary Students		<b>495</b>



The number of pupils on the program of the Integrated Curriculum is more or less constant through the six years of Primary Education whereas there is a slight decrease in Secondary Education, as shown below:



Secondary Students (E.S.O.)	1 <sup>st</sup> grade	223
	2nd	161
	3 rd	165
	4th	113
TOTAL Secondary Students		662

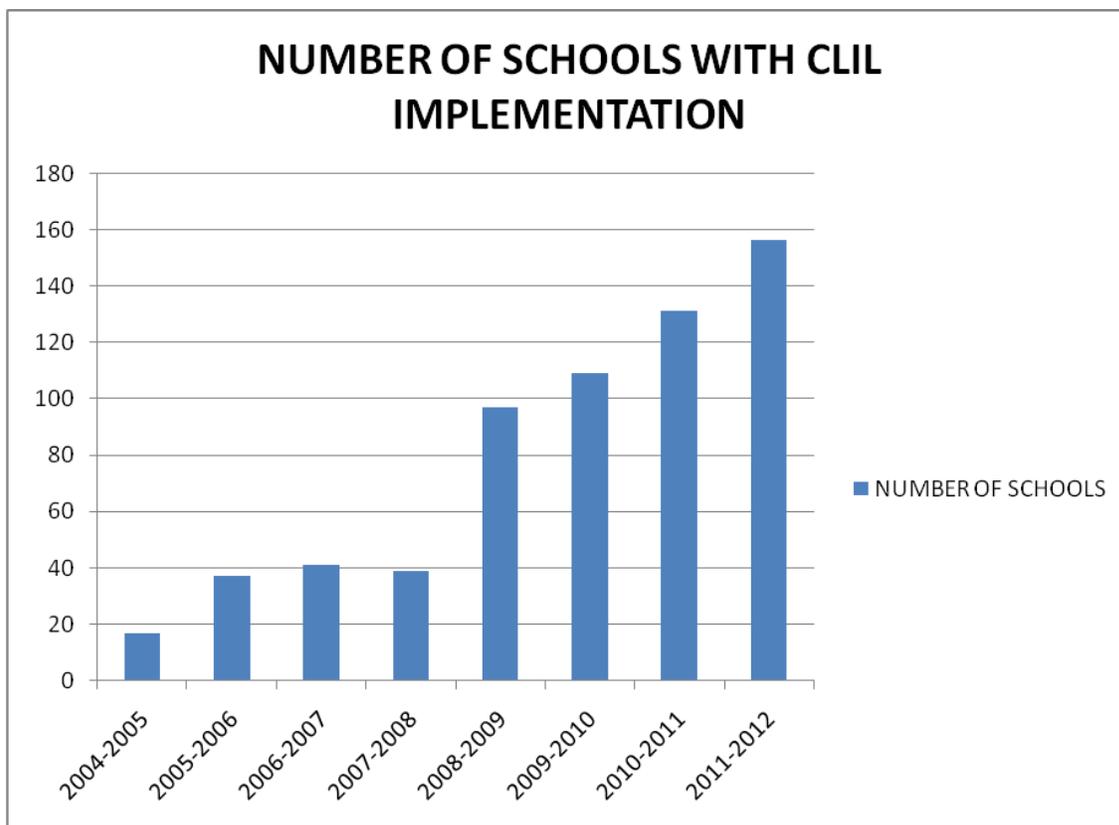




## 5.2. EUROPEAN SECTIONS

The participation of schools in the European Sections Program has been increasing since its beginning in 2004, thus reaching the third of all Balearic Islands' schools:

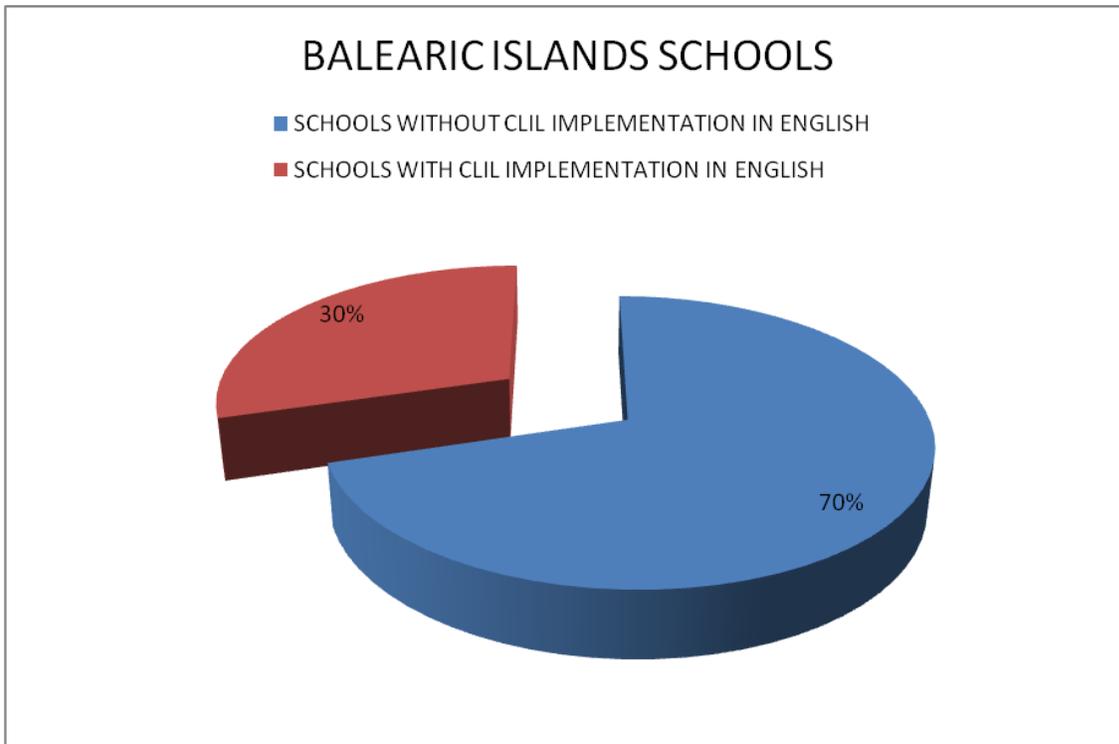
ACADEMIC YEAR	NUMBER OF SCHOOLS
2004-2005	17
2005-2006	37
2006-2007	41
2007-2008	39
2008-2009	97
2009-2010	109
2010-2011	131
2011-2012	156





BALEARIC ISLANDS TOTAL NUMBER OF SCHOOLS	526
TOTAL NUMBER OF <b>SCHOOLS WITH CLIL IMPLEMENTATION IN ENGLISH EUROPEAN SECTIONS</b>	156

Primary	96	TOTAL	156
Secondary	40		
Primary and Secondary	20		



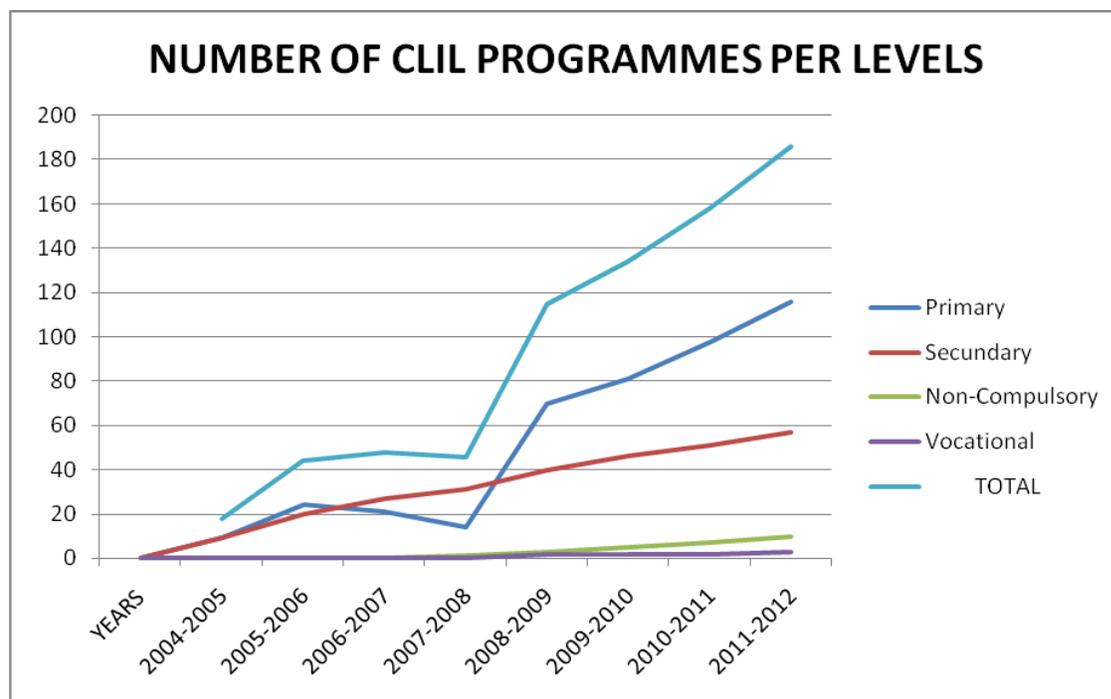


As shown by the statistics below, there is a higher level of implementations of CLIL European Sections in Primary than in Secondary Education.

### NUMBER OF CLIL PROGRAMMES PER LEVELS

#### EUROPEAN SECTIONS

ACADEMIC YEARS	EDUCATIONAL LEVEL				TOTAL
	Primary Education	Secondary Education	Non-Compulsory Education	Vocational Training	
2004-2005	9	9	0	0	18
2005-2006	24	20	0	0	44
2006-2007	21	27	0	0	48
2007-2008	14	31	1	0	46
2008-2009	70	40	3	2	115
2009-2010	81	46	5	2	134
2010-2011	98	51	7	2	158
2011-2012	116	57	10	3	186

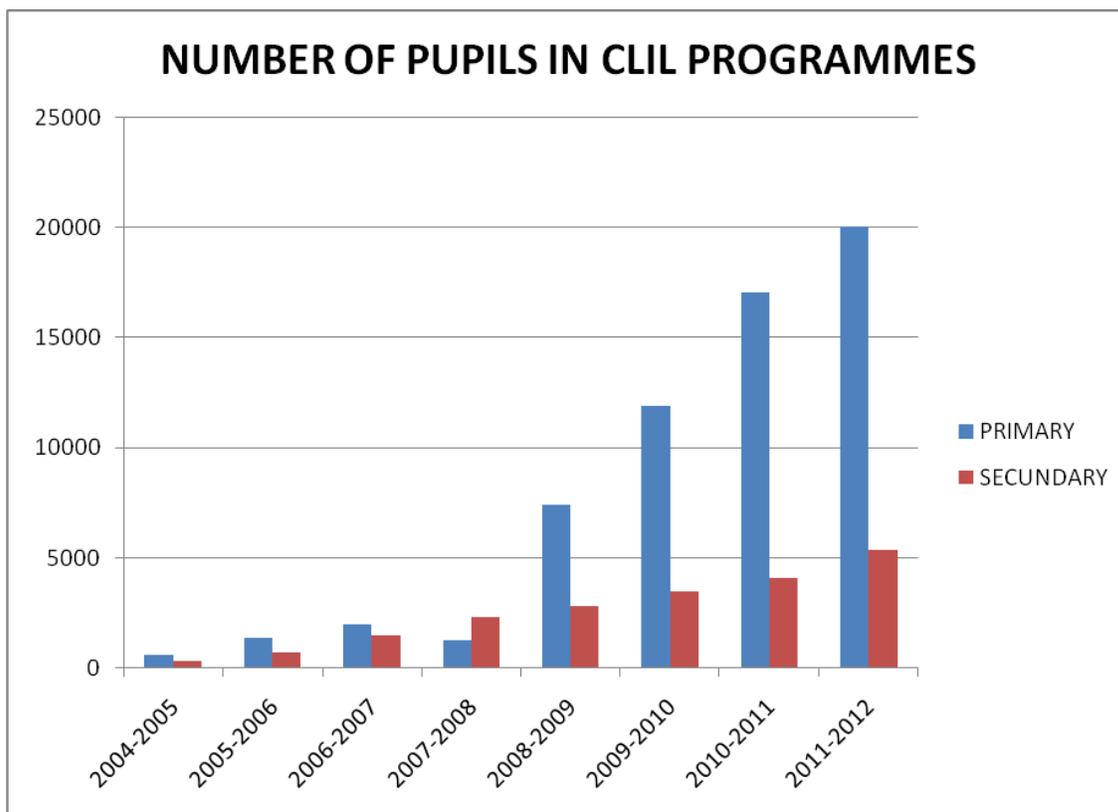


On the other hand, the number of students involved in the program is more relevant in Primary than in Secondary Education.



## NUMBER OF STUDENTS ON THE EUROPEAN SECTIONS

	PRIMARY	SECUNDARY
2004-2005	614	311
2005-2006	1.379	740
2006-2007	1.994	1.514
2007-2008	1.256	2.330
2008-2009	7410	2.851
2009-2010	11.900	3.484
2010-2011	17.071	4.099
2011-2012	20.057	5.389



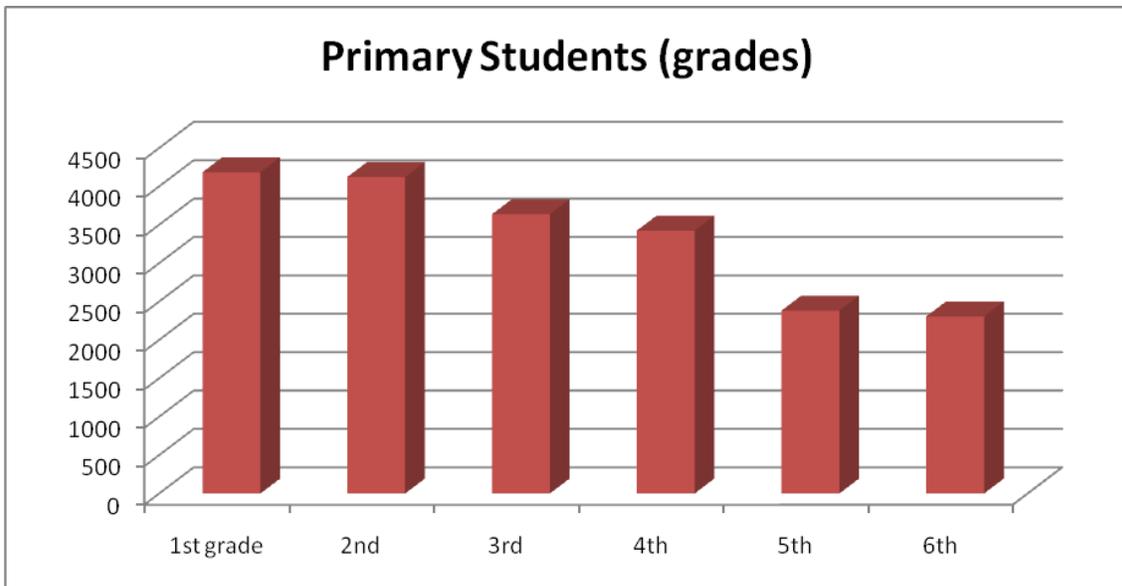
As we can observe, approximately 78% of the students on CLIL European Sections are from Primary Education.

Moreover, their number decreases from 1st grade down to 6th grade of Primary Education, ending more or less in half of participants.



TOTAL NUMBER OF <b>STUDENTS</b> IN CLIL CLASSES	25.824
TOTAL NUMBER OF <b>TEACHERS</b> IN CLIL CLASSES	502

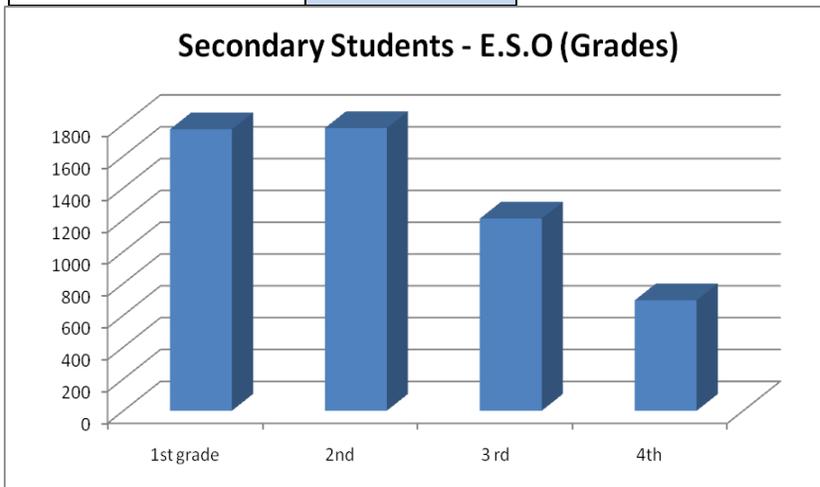
Primary Students	1 <sup>st</sup> grade	4185
	2nd	4122
	3rd	3638
	4th	3424
	5th	2382
	6th	2306
TOTAL Primary Students	20.057	



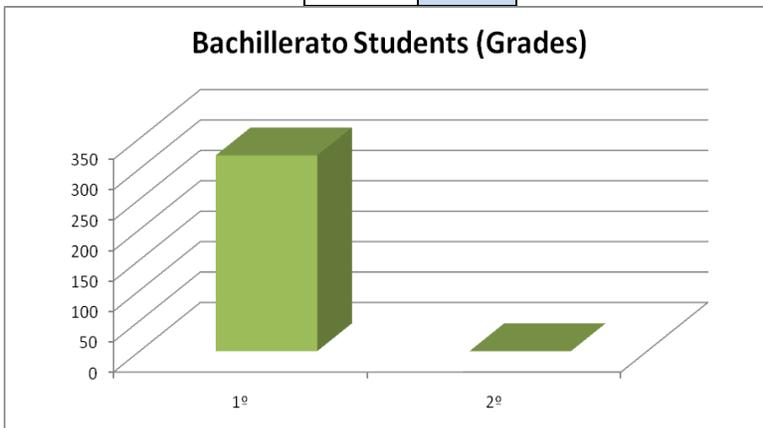


The same decrease occurs in Secondary Education, which could possibly lead to analyze the factors involved in these results.

Secondary Students (E.S.O.)	1 <sup>st</sup> grade	1768
	2nd	1776
	3 rd	1207
	4th	694
<b>TOTAL Secondary Students</b>	<b>5.445</b>	



Bachillerato Students	1º	322
	2º	0



Finally, we find it interesting to observe the academic areas in which CLIL is mostly implemented.

**DISTRIBUTION OF STUDENTS ACCORDING TO THE DIFFERENT SUBJECT AREAS**

SUBJECTS	STUDENTS	SUBJECTS	STUDENTS
Art & Crafts	16.846	Natural and Social Science (primary)	313
Physical Education	2.221	Theatre	276
Computer Science	1.314	Linguistic support	263
Math	1.036	Contemporary Sciences	258
Technology	682	Natural Science	238
Social Science	596	Physics and Chemistry	65
Music	540	Training and guidance for the labor market	36
Civic Education	469	Biology & Geology	27
Comunication Processes	461	Others	183

