

# VET'S CLIL IN THE NETHERLANDS

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The VET's CLIL project is aimed at widening the opportunities of VET students in a globalised world by implementing the content and language integrated learning (CLIL) methodology in the curricula.



## TABLE OF CONTENTS

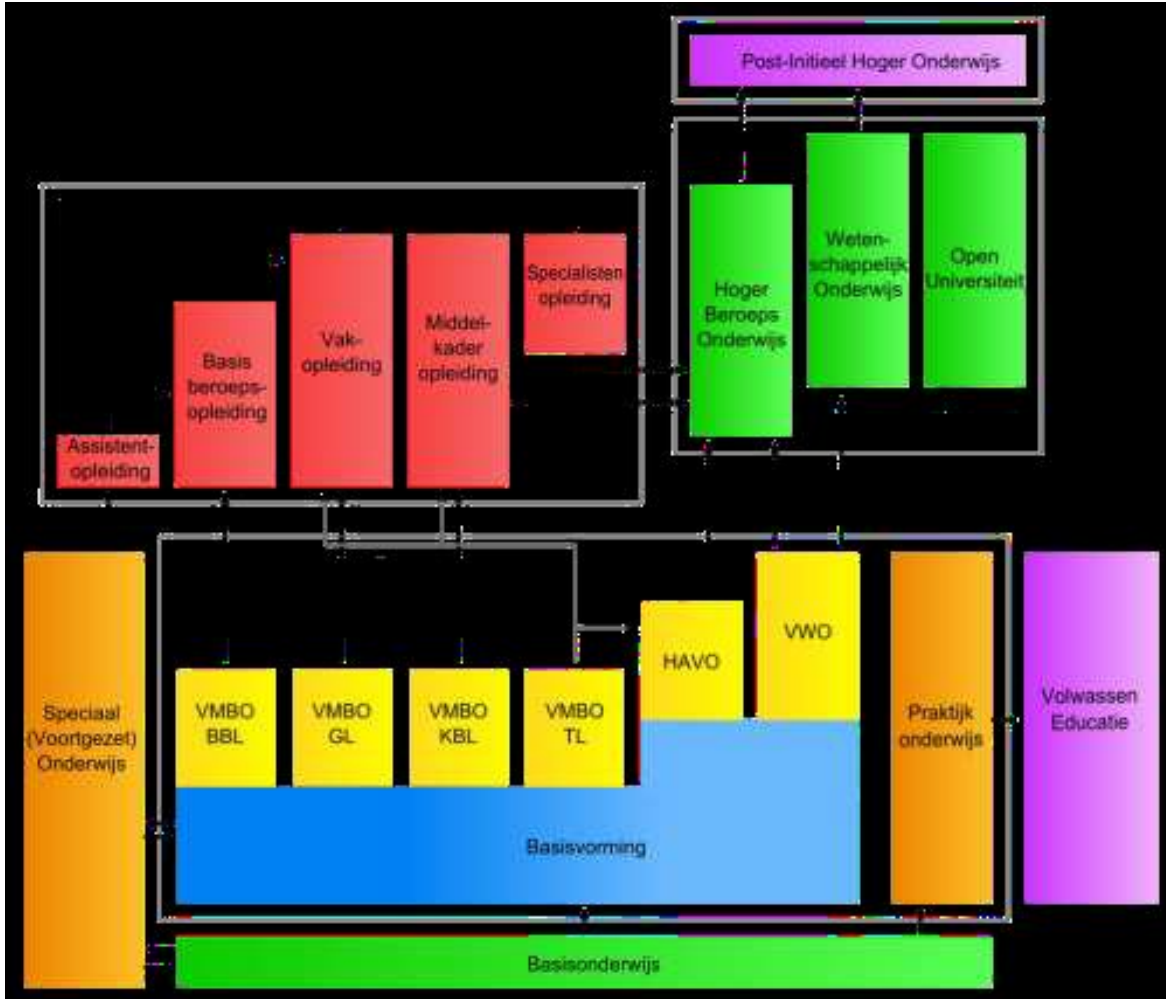
1. VET Education in the Netherlands	5
1.1. Full Description of the Dutch Education System	5
2. Connection with the Labour Market	12
2.1. BOL and BBL	12
2.2. Qualification Structure	12
3. CLIL Facts in the Netherlands	14
3.1. What is Bilingual Education in MBO?	14
3.2. International Orientation	15
3.3. Content and Language Integrated Learning (CLIL)	15
3.4. The Advantages of Bilingual Education	15
3.5. Quality Standard	15
3.6. Profits and Results	16
3.7. Teaching Process	16
3.8. Quality Assurance	17
4. Competence Profile of a CLIL Teacher	18
4.1. Curriculum	18
4.2. Course Material Selection	19
4.3. Formative Assessment	19
4.4. Didactics	20
4.5. Language Proficiency	21
5. Ambitions for VET's CLIL in the Netherlands	22





# 1. VET EDUCATION IN THE NETHERLANDS

The following scheme applies:



Schematic overview of the education system in the Netherlands with the various transfer options.

## 1.1. FULL DESCRIPTION OF THE DUTCH EDUCATION SYSTEM

### 1. Compulsory Education

In the Netherlands, participation in full-day education is compulsory for pupils from 5 to 16 years old. Young people who do not yet have a basic qualification after the age of 16 must attend school until they are 18 and are enrolled in school.

## 2. Primary Education



Primary education is intended for pupils from 4 to 12 years and lasts eight years. The first year is not mandatory. Depending on their results preferences, students move on to a certain form of secondary education.

## 3. Secondary Education

All types of secondary education start with a foundation. This usually takes two or three school years and offers a wide range of subjects that are basically the same for everyone. All students also receive an orientation on study and occupation. At the end of the second year, schools advise which direction students should follow. There is a choice between general secondary education (HAVO or VWO) or preparatory secondary vocational education (VMBO).

### 3.1 General Secondary Education (HAVO or VWO)


General secondary education has the following school types:

-  VWO (preparatory academic education) with a duration of six years; this includes the athenaeum, high school and high school (a combination of high school and high school).
-  HAVO (higher general secondary education) with a duration of 5 years.




So-called profiles are chosen in the upper years of HAVO (classes 4 and 5) and VWO (classes 4, 5 and 6). Students can choose from the profiles "culture and society," "economy and society," "nature and health" and "nature and technology." A profile has subjects that are the same for all students, a part that is specific to the chosen profile and a part that can be filled in freely.

### 3.2 Preparatory Secondary Vocational Education (VMBO)

VMBO, with a duration of four years, has four sectors: technology, care and welfare, economy and agriculture. Pupils can choose a specialization within a sector. Each sector can be followed in four different learning paths:

-  The theoretical learning path prepares the students for middle management and vocational training in MBO or the HAVO.



-  The mixed learning path prepares the students for middle management.
-  Vocational training in MBO prepares the framework vocationally-oriented learning path pupils for intermediate.
-  Vocational training in senior education training in secondary vocational the basic vocational pathway prepares pupils for basic vocational secondary vocational education.



Learning paths are routes to senior secondary vocational education (MBO). Every learning path has a different way of learning. Subject packages are determined per learning pathway and per sector. A course package consists of a common part, a sector-related part and a free part. The common part is compulsory for all pupils and consists of Dutch, English, social studies, physical education and art subjects.




The students take a central final exam (CE) for Dutch and English. A school exam is conducted for social studies, physical education and the arts subjects. The sector-specific part is compulsory for all students in the relevant sector (technology, care and welfare, economy and agriculture). The free part offers the possibility to choose from a number of subjects and depends on the chosen learning path.

#### **4. Secondary Vocational Education (MBO)**

Secondary vocational education (MBO) is offered within two learning paths: the vocational learning pathway (BBL) and the vocational training pathway (BOL). Both learning paths are integrated into a national qualification structure and offer equal opportunities, whereby both groups of pupils can obtain the same qualifications and the same diploma. In the BBL, a student spends at least 60 percent of the time in a training company; in the sphere the amount of practice varies from 20 to 60 percent.

Secondary vocational education distinguishes five types of training:

-  Entrance (1 year; qualification level 1)
-  Basic vocational training (2 years; qualification level 2)

-  Vocational training (3 years; qualification level 3)
-  Middle management training (3 or 4 years; qualification level 4)
-  Specialist training (1 year after a relevant vocational training qualification level 4)

<b>Level</b>	<b>Education Entry</b>	<b>Duration training</b>	<b>Requirement</b>	<b>Characteristics</b>
1	Entrance training Transfer	1 year	None	Performing simple activities under supervision  to training at level 2
2	Basic vocational training	2 years	Diploma VMBO basic vocational learning path  Transitional HAVO/VWO year 3 to HAVO/VWO year 4  Diploma at MBO level 1	Performing executive work  Responsible for their own range of duties  Transfer to level 3 training
3	Vocational training	3 years	VMBO diploma, theoretical, mixed or framework-oriented learning path  Transitional HAVO/VWO year 3 to HAVO/VWO year 4  Diploma at MBO level 2	Accountability to colleagues and supervising the work of others  Conceiving procedures with regard to work preparation  Transferring to training at level 4
4	Middle management	3 or 4 years	Diploma VMBO, theoretical, mixed or framework-oriented learning path  Transitional HAVO/VWO year 3 to HAVO/VWO year 4  Diploma at MBO level 2 or 3	Carrying one's own responsibility, in an executive, formal and organizational sense  Thinking of procedures  Transfer to higher professional education/training
4	Specialist	1 year	Diploma at MBO level for the same profession or the same direction	Carrying one's own responsibility, in an executive, formal and organizational sense  Thinking up procedures  Transfer to higher professional education



## **5. Higher Education**

In the Netherlands, higher education is divided into higher professional education (HBO), which also includes associate degree programs, and academic education (WO).

### **5.1 Associate Degree**

The associate degree is a two-year course at a college that forms part of a bachelor's course. The level of this lies between MBO level 4 and bachelor's degree. Associate degree programs are primarily intended for MBO level 4 students and people with a number of years of work experience, thereby increasing their chances on the labour market. After completing the associate degree, they can eventually move on to the bachelor's degree program that they belong to. Admission to the associate degree requires at least an education at MBO level 4 or HAVO level.

### **5.2 Higher Professional Education (HBO)**

Higher professional education (HBO) is a more practically oriented form of higher education with the main purpose of preparing for professional practice and entering the labour market.

HBO is in principle provided by colleges of higher education but can also be offered by universities. HBO education programs last four years (240 ECTS) and are divided into a foundation year (the first year) followed by a main three-year phase. Usually, in the third year, students follow a compulsory internship of approximately nine months to gain practical experience, as a result of which a thesis or graduation project is completed in the fourth year. HBO is taught in seven sectors: higher pedagogical education, higher agricultural education, higher technical and natural science education, higher healthcare education, higher economic education, higher social-educational education and art education.

A HAVO or VWO diploma is required for admission to HBO, in some cases with additional requirements for the course package. A diploma from a vocational



education level 4 also gives admission to higher professional education. Upon graduation, students receive the degree of Bachelor, supplemented with an indication of the field in which the degree was obtained (Bachelor of Economics, Bachelor of Education). Graduates of HBO bachelor programs may also, just like graduates of university bachelor programs, use the title of Bachelor of Arts or Bachelor of Science. Graduates of higher professional education bachelor programs are still entitled to use the 'old' higher professional education titles, namely bc. and ing. Hogescholen can also offer master programs that last from one to three years.

### **5.3 Academic Education (WO)**

Academic education (WO) offers educational programs with the main purpose of independently practicing science or the professional application of scientific knowledge. In principle, it is provided by universities, but can also be offered by universities of applied sciences. Admission to university level requires a VWO diploma or a propaedeutic certificate in HBO, in some cases with additional requirements for the subject package.

According to the bachelor/master structure, study programs are divided into a three-year bachelor's program (180 ECTS) followed by a master's program of: one year (most subjects, 60 ECTS), two years (technical and natural sciences, dental education, 120 ECTS) or three years of (veterinary) medicine, pharmacy training, 180 ECTS. The bachelor's degree can have a propaedeutic phase and, depending on the institution, students are taught in a main and minor subject (the so-called major/minor structure) or mainly in one specialization. Upon graduation, students receive the degree of bachelor, with the indication 'of arts' or 'of science', depending on the specialization. With this bachelor's degree the student can move on to a master's degree, but a bachelor's degree also counts as final education.

Upon graduation, students receive the degree of masters, with the indication 'of arts' or 'of science', depending on the specialization. Graduates of current master's degree programs are still entitled to use the 'old' university titles, namely drs., ir. and mr. A master's degree, obtained in both higher professional and



university education, can give permission for a promotion. A promotion usually lasts four years, at the end of which the Doctor's degree is awarded.

## 6. Adult Education

Adult education is aimed at adults from the age of 18. The most important forms of adult education are:

- 🌿 Dutch as a second language: this course is intended for people for whom Dutch is not their mother tongue.
- 🌿 Continued general adult education (VAVO): aimed at obtaining a diploma or partial certificate in pre-vocational, senior secondary and pre-university education level.
- 🌿 Training Dutch and arithmetic: intended to improve the language and math skills of the participant.

## 7. NLQF and EQF Grading

The Dutch qualification framework (NLQF) consists of 8 levels and is linked to the European qualification framework (EQF). The Dutch education system is divided into the various NLQF and EQF levels as follows.

Type of Education	NLQF Level	EQF Level
VMBO basic vocational pathway, MBO level 1 (entrance course)	1	1
VMBO framework vocational pathway, VMBO mixed pathway, VMBO theoretical pathway, MBO level 2 (basic vocational training)	2	2
MBO level 3 (vocational training)	3	3
HAVO, MBO level 4 (middle management or specialist training)	4	4
VWO	4+	4
Associate degree	5	5
Bachelor (HBO or WO)	6	6
Master (HBO or WO)	7	7
Doctor's degree	8	8

## 2. CONNECTION WITH THE LABOUR MARKET

Dutch secondary vocational education offers a wide range of courses at different levels. Depending on previous education, age, experience or interest there is a suitable education for every student. Students from the age of 16 can go to a regional training centre (roc), agricultural training centre (aoc) or vocational school for a customized training. MBO thus contributes to lifelong development through various types of education. For example, through contract education, but also through integration programs and BBL courses.

### 2.1. BOL AND BBL

With an eye for the individual qualities of students and expectations of the business world, different types of training have been set up: vocational training pathway (BOL) and vocational training pathway (BBL). BOL provides practical experience in the form of internships in addition to established contact hours at school. Students who follow a BBL course work four days a week and attend school one day a week for theoretical training.

In MBO, practice-oriented education is of great importance, with the right mix of practice and theoretical education. In order to connect well with the professional field, MBO schools therefore have extensive contacts with the regional business community, including through the Vocational Education and Training Business Association.

### 2.2. QUALIFICATION STRUCTURE

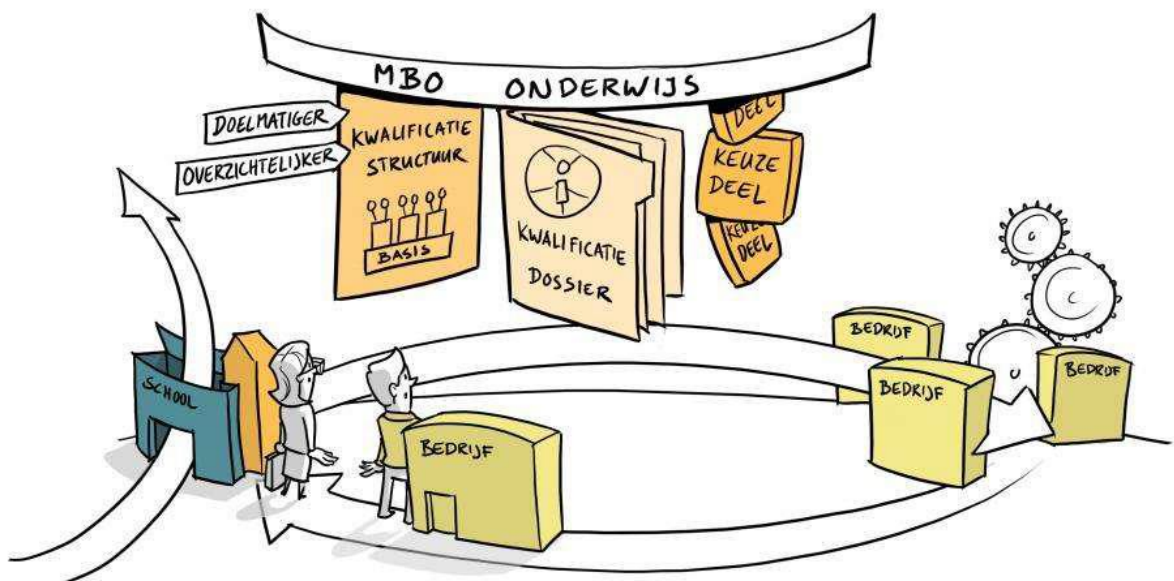
In the qualification structure for starting programs, a qualification file consists of a basic part and profile parts. A basic part and a profile part together form the qualification. Optional courses are the 'plus' on the qualification and complete the course.



## STRUCTURE OF A TRAINING

A course consists of:

- ✿ A basic part that sets generic requirements for Dutch language, arithmetic, career and citizenship and English (only for level 4) and job-specific requirements in the field of professional knowledge, skills and attitude aspects that the student must have in the work field.
- ✿ A profile part that shapes the specific parts of a qualification that do not apply to all qualifications in the file. The name of the profile is stated on the diploma.
- ✿ Optional parts that are broadening or in-depth and contribute to a better inflow or transfer to a follow-up course. Schools determine themselves which optional components are included in the curriculum. The optional component forms a compulsory part of the education and examination but does not yet count towards obtaining the diploma.



## TRAINING DOMAINS

All MBO programs are divided into sixteen domains. Related courses form one domain. This makes choosing a study program clear for students. When young people do not yet know exactly for which qualification(s) they want to be trained, they can register for a domain. In this way they can already start with the common

components of related courses and make a final choice based on practical experience.

## EXPERIMENTS

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In order to improve cooperation between regional education and business and to better respond to developments in the labour market, it is possible for schools to offer cross-over qualifications from 2017. The cross-over qualification consists of parts of existing qualifications from two or more domains. Thanks to this experiment, which runs from 1 August 2017 to 31 July 2025, schools can offer training for new professions that are at the intersection of two or more sectors.

In addition, the Room for the Region experiment is starting. The experiment offers MBO schools the opportunity to develop new, regionalized courses together with employers, in order to strengthen the link between their education and the (regional) labour market. Schools that participate in the experiment are given the space to deviate from the current structure and method of determining courses. According to the ministry, this creates room for innovation and a regional interpretation of education. MBO schools can – in consultation with employers – develop and design programs themselves.

## REQUIREMENTS FOR QUALIFICATIONS

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All MBO qualification files and optional parts are developed and maintained by the Cooperation Organization for Vocational Education and Training (SBB). The Ministry of Education, Culture and Science, also on behalf of the Ministry of Economic Affairs, determines the files and optional parts.

## 3. CLIL FACTS IN THE NETHERLANDS

### 3.1. WHAT IS BILINGUAL EDUCATION IN MBO?

With bilingual MBO you follow part of your courses in a different language. Usually this is English, but this can also be German. At least 50% of the supervised teaching time must be given in this language.






### 3.2. INTERNATIONAL ORIENTATION

The bilingual education pays a lot of attention to international orientation. Think of international cooperation projects with foreign students. Or an internship with an international character. This can be in the Netherlands or abroad. This makes it easier to work for an international company after your studies.

### 3.3. CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)

CLIL means that you also receive feedback on your language knowledge from your subject teacher. They are therefore also language teachers. You can work with active methods during the lessons. You work a lot in groups. That way you can practice practicing English or German.

### 3.4. THE ADVANTAGES OF BILINGUAL EDUCATION

-  You have done something extra over students who have followed a regular education.
-  You are well prepared for the international labour market.
-  You speak English or German very well and you have gained a lot of experience with international internships and projects.

For more information about bilingual education, contact [Nuffic](#).

### 3.5. QUALITY STANDARD

A number of MBO courses have started bilingual education. They have also developed a standard for it. This contains the minimum requirements that bilingual MBO programs must meet. Training courses that meet these requirements can be awarded the Bilingual MBO school mark.

## 3.6. PROFITS AND RESULTS

### ENGLISH LANGUAGE PROFICIENCY

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At the end of the course, students reach a level of language proficiency corresponding to level B2 (level 4) or level B1 (level 3) of the European Framework of Reference for Languages. This applies to all sub-skills (speaking, conversational, writing, reading and listening).

### INTERNATIONAL CERTIFICATION

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At the end of the course, bilingual MBO students obtain an externally recognized international certificate, such as BTEC, VTCT, Anglia, Cambridge or Goethe.

### INTERNATIONAL ORIENTATION

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At the end of the course, bilingual MBO students:

1. have gained knowledge in the field of international orientation;
2. have participated in at least one international cooperation project or have completed one internship with an international character.

## 3.7. TEACHING PROCESS



### QUANTITATIVE OFFER

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At least 50% of the supervised teaching time is offered in English. In addition, in the case of a BBL course, the work must also take place in an international environment where English is spoken.

### QUALITATIVE OFFER

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-  The composition of the teaching team contributes to the students' English skills development.
-  The subject teacher has an important signalling role in the English language formation of the students.



- ✎ The English teachers have an important task in the substantive support of language acquisition.
- ✎ The subject teachers possess language skills at least at level B2 of the European Reference Framework for all sub-skills.
- ✎ Target language = target language applies to the other languages.
- ✎ The teachers mainly meet the Competence Profile of the bilingual MBO teacher.

## INTERNATIONAL ORIENTATION

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- ✎ Education is characterized by a strong focus on internationalization.
- ✎ In the policy plan for the bilingual MBO department, the school makes clear what place the international orientation has.
- ✎ Internationalization is reflected in the curriculum in special programs and projects, such as English guest speakers, English-language excursions, and so on.
- ✎ During the training, students actively participate in various internationalization activities (which fulfil the internationalization objectives formulated by the school).
- ✎ This includes exchanges, international internships or study visits and other cooperation projects.
- ✎ The international activities of the students are documented, for example in the form of a portfolio.

## 3.8. QUALITY ASSURANCE

### VISION




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- ✎ The school management has a documented vision of bilingual education, which incorporates the relationship between bilingual MBO and internationalization.
- ✎ The school contributes to the further development of bilingual MBO in the Netherlands.
- ✎ The school endorses this standard, participates in the quality trajectory and is a member of the Bilingual MBO Network, which we coordinate.





## PRECONDITIONS FOR PERSONNEL

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-  Staff members are facilitated to prepare and implement the bilingual MBO. This is evident, among other things, from the availability of resources for:
  - the coordination of bilingual MBO;
  - in-service training and the promotion of expertise focused on the quality requirements set by bilingual MBO in a broad sense.
-  The team is partly responsible for a coherent curriculum.
-  The school management stimulates teamwork, including cross-curricular cooperation and interaction between teachers, for example by forming small teams in which the English teachers also participate.

## MATERIAL

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-  Use is made of material that has been specifically translated and/or developed for bilingual MBO.
-  Both for international orientation and language skills it is important that authentic material is used as much as possible. The choice of material reflects the international orientation of the bilingual MBO students.

## 4. COMPETENCE PROFILE OF A CLIL TEACHER

This competence profile is based on CLIL, Content and Language integrated Learning. The subject teachers play an important role in this. Together with the target translation teachers, they provide their lessons in the target language. They also encourage the use of the target language by offering the students activating teaching methods. This requires the following competences from the teachers:

### 4.1. CURRICULUM

#### 1. **The subject teacher works together with the target language teacher.**

The subject teacher initiates and actively contributes to education on



(international) themes. The participating teachers link substantive and language learning objectives to this.

2. **The teacher processes the CLIL goals in the curriculum.**  
CLIL forms the starting point for the organization of the curriculum and the way in which it is offered.
3. **The teacher is involved in international cooperation projects and/or internship abroad, with a view to developing intercultural skills so that experiences become skills.**

The teacher has the skills to set up and supervise an international project. With regard to content, special attention is given to intercultural skills and to collaborating with a student abroad in a valuable way.

#### 4.2. COURSE MATERIAL SELECTION

The teacher is able to find suitable material with as much international perspective as possible in the target language, to select it and to use it in their lessons. They take the language level of the students into account.

The teacher ensures a balance between the various language skills and chooses professionally oriented teaching methods from English-speaking countries as much as possible. If the selected material does not match the language level of the students, it is tailor-made by the teacher, for example by adding concept questions that are focused on both content and language.

Another strategy can be to divide the material into smaller fragments, or to visually support it. The international perspective is a selection criterion. The teacher chooses sources that, for example, show the effect of a phenomenon in different countries, or highlight different opinions or customs internationally.

#### 4.3. FORMATIVE ASSESSMENT

1. The subject teacher is able to complete assignments and tests that evaluate the curriculum in the target language as much as possible, taking the language level of the students into account. Assignments and tests include testing whether the level of the material provided has not been

too difficult and whether the content of the lesson has been transferred effectively.

2. The subject teacher distinguishes between errors that are the result of inadequate knowledge and errors that arise due to difficulty in using language in tests. When discussing tests, this distinction can come to the fore and contribute to the learning process. See also point 3 under Didactics.

#### 4.4. DIDACTICS

1. The teacher uses didactic teaching methods that stimulate linguistic output. The teacher masters an extensive repertoire of activating didactic teaching methods. The student is challenged to speak in the target language and to improve language skills. The context of the course forms the guideline. The teacher has knowledge of the theory behind CLIL and can indicate what is essential for the CLIL approach to their own subject.
2. The teacher encourages interaction in the classroom. To utilize learning opportunities, it is important that students speak English to each other. The teacher must therefore stimulate mutual interaction between the students.
3. The subject teacher identifies common language problems and passes them on to the target language teacher. The target language teacher can respond to current language problems if he is provided with good information. This means that the bilingual MBO subject teacher must have terminology to identify language problems.
4. The teacher stimulates students' language skills by providing various forms of feedback. The teacher has a repertoire of corrective feedback: ways to make students aware of language errors and to encourage them to improve. Examples are reformulation, rebounding the error, explicitly naming the error. In addition, the teacher gives positive feedback for good language expressions, and evaluative feedback, for example after an assignment, in which 1 or 2 recurring problems are treated.
5. The teacher can quickly switch between different language levels for the students in the class. The language used by the teacher must be in line



with the level of understanding of the students, and ideally a little higher for the students to make progress.

6. The subject teacher makes students aware of specific linguistic aspects of the subject. Linguistic aspects firstly include the specific terms that go with the subject, but also the characteristic form of formulation (the 'discourse') within the subject, with distinctive style and vocabulary.
7. The subject teacher uses the target language for classroom management (classroom English). The teacher masters a repertoire of language expressions in the target language to motivate the students and in this way creates a pleasant learning and working environment for the students.


#### 4.5. LANGUAGE PROFICIENCY

The subject teacher has at least a B2 level of language proficiency of the European Framework of Reference for Languages for all skills.

The teacher must constantly develop in the field of language skills. The target level of the teacher must therefore be C1. CEFR level B2 is the starting level for the bilingual MBO teacher. The language proficiency of the bilingual MBO teacher is also reflected in the command of CLIL didactics, which will require a level higher than B2 for optimal application where appropriate.

In 2014, a pilot was started for students in primary education. The first schools in the MBO started a year later.

- 🌿 Two-language education (TTO) in VET is at the beginning in the Netherlands.
- 🌿 50% of classes are in foreign language.
- 🌿 In 2017, 21 VET schools provided 39 two-language education courses through CLIL.
- 🌿 3,000 students follow TTO education.
- 🌿 All VET schools with TTO are members of TTO network ([www.nuffic.nl](http://www.nuffic.nl)).
- 🌿 The DaVinci Commercial and Entrepreneurship department is also member of the network.

-  A lot of teachers are trained but figures are not available at the moment.

## 5. AMBITIONS FOR VET'S CLIL IN THE NETHERLANDS

At present there are more and more schools that use CLIL as a method within the MBO. A clear list has not yet been made. Nuffic is currently trying to monitor as much as possible.