The following tools introduced below have been used for planning, constructing and implementing bi/trilingual education in countries profiled in the book *Building Bilingual Education Systems: Forces, Mechanisms and Counterweights*. When co-constructed and/or used with stakeholders, the tools have served to build stakeholder understanding, shape behaviour and build context favourable to bi/trilingual education.

**Tool 1: National or regional-level planning considerations for bi/trilingual education**

This series of cards distils key considerations for those planning national or regional bi/trilingual programmes. These considerations can be analysed by groups. Those cards/considerations that do not pertain to the users’ context can be crossed out and additional points written in.

**Tool 2: A bilingual education continuum**

The continuum summarises individual and group practices, beliefs and assumptions that support or undermine learning in bilingual education contexts. The continuum is intended to serve as a basis for structuring stakeholder dialogue about bilingual education.

**Tool 3: School-level planning considerations for trilingual education**

This series of cards distils school-level considerations for those planning to establish a trilingual programme. These considerations can be analysed by groups. Those cards/considerations that do not pertain to the users’ context can be crossed out and additional points written in. (Note: this tool can easily be adapted for bilingual education).

**Tool 4: CLIL essentials**

The CLIL essentials distil those practices that are at the core of Content and Language Integrated Learning (CLIL). Several practical examples of CILL best practices are included.

**Tool 5: A results-based management (RBM) framework for early immersion (Estonia)**

Initially, this RBM document was used to distil potential complexities associated with the development of the Estonian early immersion programme. At the same time, the framework became a group decision-making instrument that was used to plan and implement the Estonian early immersion programme.

**Tool 6: A results-based management framework for late immersion (Estonia)**

Initially, this RBM document was used to distil potential complexities associated with the development of the Estonian late immersion programme. At the same time, the framework became a group decision-making instrument that was used to plan and implement the Estonian late immersion programme.
Tool 7: A national level strategic plan for immersion (Estonia)

This strategic plan was developed by a broad range of stakeholders in Estonia not just to plan for the expansion of the immersion programme but to help increase stakeholder engagement in programme development. The plan fits on one sheet of A4 paper (folded in 3 as a flyer) to help ensure ease of processing (cognitive fluency) by its readers and the primacy of key goals and strategies.

Tool 8: Standards for bilingual education in English for general academic secondary education and pre-university secondary education (The Netherlands)

The standards serve as a guide for Dutch secondary schools wishing to establish a bilingual education programme and to join the national Network of Bilingual Schools. Equally importantly, they serve as guidelines for those who are already part of that network. The standards align with the national curriculum, but draw out targets particular to bilingual education.

Tool 9: Bilingual education quality indicators for the pre-university level (The Netherlands)

These quality control indicators (45 in all) are part of a framework instrument used in the accreditation of schools in the Dutch national Network of Bilingual Schools. They are based on the standards (Tool 8). The quality control indicators include categories such as student achievement, international orientation, CLIL, organisational preconditions, and individual and team-based professional development.

Tool 10: Nazarbayev Intellectual Schools (NIS) core values and pedagogical principles (Kazakhstan)

This tool draws out core values and pedagogical principles of the trilingual schools of the NIS network. The document provides examples of how these principles would be applied by educators and students.

Tool 11: Dual Language Immersion Program Fidelity Assurances Grades 1–6 (Utah)

These fidelity assurance criteria constitute a list of requirements that schools joining Utah’s state Dual Language Immersion Program must meet.