



CCLL Comenius Network

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Common Constitution and Language Learning

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Abstract

Background, challenges and starting point of the project:

The attitudes of young people towards Europe are multi-layered, and partially contradictory or ambivalent. For example (source: *Eurobarometer 2008*): 67% of the 15 to 24 year-old welcome the membership of their country in the EU. At the same time, however, 53% assess their knowledge about the EU as little, 18% even as non-existent. Summing up all social science literature dealing with the subject matter one can conclude: Generally, positive attitudes are predominant, but they are not a constant feature. One part of the young generation regards Europe entirely as their own future project; the other part, on the other hand, remains rather sceptical or even disapproves of it. Sceptical perceptions are almost entirely related towards the political sector.

Despite the increasing significance of the European Parliament, voter turnout for the elections of the European Parliament has constantly decreased over the same period of time. While voter turnout in 1979 hovered around 63%, only 43,1% of the EU population and in Germany only 30% of the young people between the age of 18 to 30 participated in the elections for the European parliament.¹ This trend became even more reinforced during the elections in 2009, so that the parliament now has the lowest democratic legitimation when measured against the voter turnout.

Basically, young people take political voting seriously and therefore feel rather well informed. When they are not sure here, they rather prefer not to vote. What is required, therefore, is a broad approach of imparting the knowledge that aims at the acquisition of the respective knowledge and the necessary competence. Young people in fact realize whether this is merely about the improvement of voting statistics or a concept of participation that is meant in a serious manner. However, in order to change the willingness amongst young people to vote, the picture of Europe in their heads also has to change:²

Surveys show that people have a large information deficit and general distance towards the European parliament and its activities. Many people do not know who represents them in Europe and therefore in the European parliament. To address this, educational work on the part of the governing states has to be carried out in order to bring Europe closer to the citizens.³

It is essential, therefore, to awaken the interest of young people in the future of Europe as their own future. How can the interest in the political institutions of the EU and their functioning be improved? Which topics interest young people in view of Europe? The partners of the network have recognized these alarming findings as a big challenge, and they decided on close cooperation and a common European project during a preparatory meeting in Bad Urach from 26.-28. September 2008 (then still Comenius 2.1). It was recognized as a central objective of the common project that the EU as an important future project was to be taught to the young

¹ http://www.bundeswahlleiter.de/de/europawahlen/EU_BUND_09/veroeffentlichungen/repraesentative/Zusammenfassende_Uebersicht_1.4.pdf

² Barbara Tham Einstellungen Jugendlicher zur Europawahl 2009 CAP Working Paper 2009, S.3 ff

³ <http://www.elections2009-results.eu/europawahl-2009-wahlbeteiligung.html>

people and to strengthen their Europe competence. This was to be realized best by means of a network, with as many participants as possible.

General objective of the project

Although several actions, initiatives and offers of different actors in the member states endeavour to bring Europe closer to young people, most of them only reach a small number of young people, often only those interested in the subject matter anyway. The extensive offers with multi-media content that ought to motivate the young people for casting their vote in 2009 were - compared to the further decreasing voter turnout of young people - of questionable efficiency.

Only school is the place in which practically all young people can be reached and be motivated for Europe. The most important multipliers in this process are the teachers and the pupils themselves. The CCLL network focuses primarily on the teachers during their training, but also addresses all interested educational staff via continuing education. The ultimate group of addressees, of course, are the pupils themselves. The network has set itself as a general objective the improvement and deepening of **Europe-competence**. Expertise about Europe is looked upon by the network in its many-sided dimensions: knowledge about European integration and the political decision-making processes, European identity, multilingualism, multiculturalism and “learning through direct personal meetings” (dt. *Begegnungslernen*).

The network has chosen “Dispute about the European Constitution” as the **thematic focus**, since all fundamental aspects pertaining to European politics are reflected in this focus. It was left to each country to decide which aspects to choose from the constitutional topic. The discussion within the network was therefore already exciting and stimulating, since participants from states with differently long Europe-experience and different positions regarding European politics are involved. CCLL connects these objectives with a genuine European core competence, **multilingualism**. In the sense of a European orientation, the learning effect is even intensified if the above-mentioned thematic focus is also treated in foreign language teaching. Multilingualism is an expression of European identity: “It is this diversity that makes the European Union to what it is: not a 'melting pot' in which differences are melted, but a common variety of differences, a collaboration which regards our many mother tongues as wealth and a bridge to greater solidarity and mutual understanding. Language is the most direct expression of culture. It makes us human and is part of our identity.”⁴

The network works with the **CLIL approach (content language integrated learning)** in **FSU German** as well as in **English**. This choice of languages was based on the specific composition of the partnership in the network. During the duration of the project, though, contacts with institutions and initiatives which deal with CLIL **French** were established. Since the network renders possible open membership, learning material for CLIL French is also offered on the homepage of the network, so that the three big European *lingua francas* are included.

⁴ http://ec.europa.eu/education/policies/lang/doc/com596_de.pdf

Methodological approach

The didactics of this approach is developed differently in the individual participating countries. Since the participating institutions are active in teacher training as well as in practicing schools, an internal testing and evaluation is guaranteed. By now, the CLIL approach is widely applied in bilingual teaching in the subjects of geography, history, biology. However, in classes such as “welfare studies” and “political education” – they are organized discursively and strongly communicatively -, the basics for a new didactics and convincing example-modules have to be developed first. This is one of the main objectives. Here, the network works towards innovative publications.

Cooperation in the network

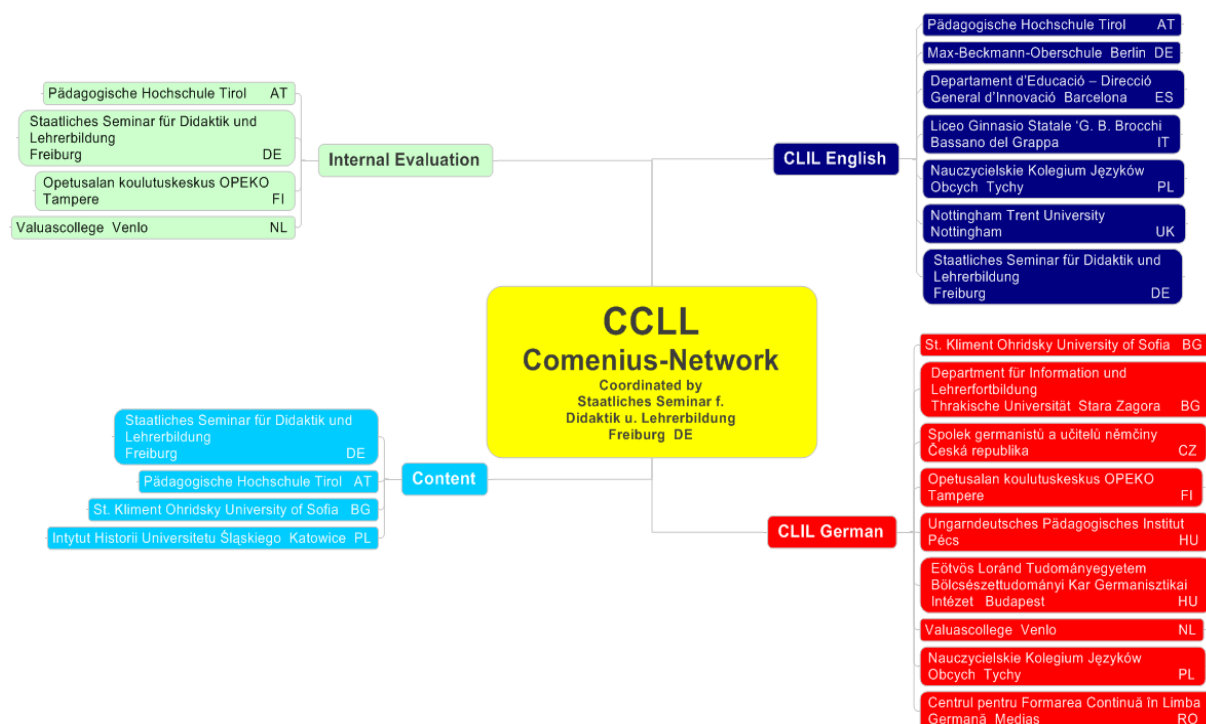


Figure 1: Structure of the CCLL-network

Quite different institutions work in the network; these are entrusted with teacher training or continuing education: universities in Bulgaria, Hungary, Poland, Great Britain, a pedagogical university in Austria, schools in Germany, the Netherlands, Italy and teacher training and continuing education institutions in Finland, Czech Republic, Poland, Romania, Spain and Germany. Since the whole vertical range of institutions of teacher training is represented in the network, theoretical approaches are tested practically and practical requirements or innovations are theoretically reflected. For this process, the network is particularly well-suited as a communication structure.

Cooperation has intensified and grown stronger more and more throughout the course of the project. The steering of the communication by the coordinating institution is regarded by the partners as helpful and successful. Mutual contacts, common workshops, smaller projects and direct content-related help and personal help are now also organized and successfully realized in direct communication, without prior inclusion of the coordinating institution.

The project management received great support through the successful cooperation of all approved, centralized German Comenius-projects in 2007. Here, a very intensive and successful cooperation has been established.

On the national level, too, the cooperation with the PAAD in Germany regarding the centralized Comenius-projects has improved. The coordinator has been assigned by PAD also as the Comenius-moderator.

The network is moderated by the coordinating institution “State Seminar for Didactics and Teacher Education Freiburg” (*Staatliches Seminar für Didaktik und Lehrerbildung Freiburg*).

Development of the project work

The beginning of the project work met with difficulties caused by the new project generation LLP and the changed project design. Originally, the partners had proceeded from the specifications of the predecessor project generation Comenius 2.1. The initial problems could be resolved quickly and the “growing together” of the new partners with the original partner groups (preparatory meeting in Bad Urach from 26.-28. September 2006) developed quickly and without problems.

The **kick-off-meeting in Freiburg** (2.-5.3.2008) that the coordinating institution organized in collaboration with the University of Freiburg was able to promote and accelerate this process. At the same time, the conference presented the participants with content-related input that informed them about the state of affairs of the scientific debate on the future of Europe.

The **2nd international conference in Innsbruck** (4.-7.9.2008) acquainted the project partner with the basics of the CLIL approach through expert lectures and experience reports. At the same time, the primary content-related topics that the participants wanted to deal with became clear in the discussion and the mutual deliberations.

The **3rd meeting of the Comenius Network CCLL in Venlo** (12.-15.2.2009) had set itself the task of taking stock of the project work so far. The partners presented their results, partial results or concepts and exchanged themselves about work progress, problems and future planning. The meeting, therefore, also prepared the groundwork and furnished information for this report. A self-evaluation form served as an important instrument of analysis that created the basis for the continuation of the project management in content and organizational terms. At the same time, practical impulses for product development, application of innovative methods and the implementation of the CLIL approach were acquired through class visits and pupil presentations.

The 4th meeting/conference of the Comenius-network CCLL in Bassano del Grappa (16.09. -20.209. 2009) contributed to an exchange of experiences about practical problems of the CLIL-approach between experts (leading CLIL-experts of the Cà Foscari University Venice) and practitioners. In this context, the suitability of the individual products for the CLIL-approach were discussed and experiences exchanged. In addition, further suggestions and impulses about innovative action-oriented methods were presented by using good-practice examples.

The 5th meeting/conference of the Comenius-network CCLL in Hermannstadt/Sibiu (04.03.2010 – 07.03.2010) focused on the possibilities and strategies of implementing the results of the network in the individual partner countries, as well as of organizing a Europe-wide exchange of the concepts and materials. This conference wanted to direct the special attention of the European community on the support for minorities in the educational policy field, especially in the countries Romania and Hungary.

During the **6th meeting/conference in Pécs**, the **CCLL-Comenius-network** (08.09.2010 – 12.09.2010) presented the results of its three-year work (networking, products, dissemination processes) to the public. During a school project day dealing with the topic “minorities in Hungary”, the Valeria-Koch-School-Centre has concretely implemented the experiences and competences of the CCLL-network with an impressive example. The CCLL-conference was an official part of the calendar of events of Pécs2010, the European capital of culture. During a common panel event, the relations between the CCLL-network and Pécs2010 were discussed.

Project results

In many respects, the network project also possesses an exemplary character for the pan-European discussion on the CLIL: The CCLL-network is one of the few international development projects that raise the broad and exciting area of the CLIL as an issue, but which use as a starting point a concrete topic-related school subject. In this case, the project receives – in the European dimension – a special significance, because the substance of the school subject which in the focus is political education, with a focus on European-politics or –competence respectively. The work of the CCLL-network is exemplary from the point of view of the pan-European efforts at multilingualism, since not only the English language is offered as a CLIL-foreign language, but also CLiG.

The central project result is the development and the cultivation of an extensive and informative **platform** (www.ccll-eu.eu) for the processes of exchange and discussion and European-wide networking.

Since the network treads **new didactical ways**, the dissemination and utilization of already existing know-how were not the only relevant issues. In order to attain a better capability to convince, the suitability of the developed concepts for everyday use had to be demonstrated by means of **practical and concrete teaching materials**. Theory and practice mesh and mutually complement each other. The network, therefore, has developed and created a whole series of products in the form

of modules and teaching materials by means of mutual testing. In order to fulfill the requirement of making young people become interested in Europe by means of methodologically innovative teaching, the network has focused on action-oriented “bottom-up methods”, without neglecting knowledge-oriented approaches.

Another project result was the **mutual methodological-didactical stimulation**, through common workshops, support via the platform and the implementation of the concrete results in teacher education and further training. Thereby, **cooperation in many ways** was created **with partner institutions and with other institutions**. The concrete results were tested in everyday teaching life, and mutually evaluated in an internal manner. The content-related quality of the results was **evaluated** by experts Prof. Dr. Gisela Riescher (University of Freiburg) and Dr. hab. Ewa Nasalska (Instytut Socjologii Uniwersytet Warszawski), the quality of the didactics of the CLIL-approach were examined by Prof. Dr. Britta Hufeisen (University of Darmstadt).

Utilization and dissemination of the results

On the one hand, the **publication of the results** takes place via the webpage (www.ccll-eu.eu), on the other hand also in different print and other electronic media – especially for more extensive contributions, or for reasons of copyright.

The new didactical approach will be published in a **book containing the basic principles** by the appropriate publisher of political education in Germany, the “Wochenschau-Verlag.” The contract has been signed, the authors acquired, the date of publication has been set to 2011. This book will be followed by a **magazine series containing concrete teaching models** including materials, for which the first contributions will be taken from the project work. For these measures, the course has been set and concrete plans exist.

During the first project period, various **activities in the area of dissemination and valorization** have already been developed which will be continued and expanded. The partners have made CCLL known and have disseminated it in their respective countries by means of **networking**. Several partners are active in other international networks, and therefore they were also able also present CCLL in these subject-specific circles.

A **utilization of CCLL-results and discussion standards** has been agreed upon with large networks and providers such as the Goethe Institute or the foreign language centre of the Council of Europe ECML. Sustainability is ensured by **follow-up projects** which were created on the CCLL-platform and continued by project partners:

A Comenius-multilateral project ARC (Action Research on CLIL) has been working since 2009, and also a project TÁMOP in Hungary which has been supported by the Commission. A school platform between partner institutions from Italy and Hungary is being planned and will be applied for in the near future.

The coordinating institution will finance the platform for the next two years and the coordinator will take care of the homepage and maintain it.

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1. Project objectives

The network has set itself the goal of **connecting Europe-competence with foreign language learning** by implementing political education through essential EU-related questions in foreign language classes. Young people shall be stimulated in the frame of their school curriculum to think about the future of Europe. European identity, intercultural dialogue and interest in participation are the distant goals that the network orients itself on. Concretely, the focus is on the following objectives:

In connection with the Bologna process, teacher education is in the process of undergoing strong change. In the various countries, different concepts are discussed and tested. Benchmarking and exchange about the planned network are meant to contribute towards quality enhancement in teacher training by having the participating institutions reflect and adjust their own solution approaches by means of transnational exchange. This especially concerns political education which is organized and executed in highly different ways. Europe-competence shall be promoted through the modules that have been concretely tested in class. The network partners have set the focus on action-oriented didactics and pupil-activating methods. Concrete modules have been developed as products that can be used in native speaker as well as in foreign language teaching.

For the **integration of European policy topics in foreign language teaching**, the network relies on the CLIL approach (content language integrated Learning). Since this approach of integrated (foreign)-language and subject learning is developed differently or implemented in different forms in the individual countries, the first goal was mutual information and exchange of experiences. The CLIL-approach has won enormous significance in Europe in the course of the project work and is evaluated differently and discussed. Therefore, the network has integrated the scientific foundation and the discourse in the work of the network. Even though important results of the empirical teaching research are still pending, the approach is increasingly accepted.

Following the project period, a didactics of the CLIL-teaching in the subjects Social Studies/Political Education or social science topics in foreign language teaching will be published; it was developed using the experiences and the know-how of the CCLL-network. Didactical basics for CLIL teaching have so far only been developed in subjects such as mathematics, biology, geography and history. Because of the very complex situation as regards political education which is handled in a completely different manner in the individual educational systems of the countries, the CLIL-materials first had to be developed and be provided using the network.

The teachers that are interested can get to know the didactical concepts and practical teaching modules either directly on the platform, or they can be trained by means of workshops which are offered by the individual partner institutions.

For the network it is important that decision-makers in the field of educational policy could be convinced of the concept and good-practice examples so that CLIL teaching with European politics topics is promoted and anchored more strongly in the

curricula, as well as the respective teacher education and further training structures. Therefore, stakeholders and decision-makers in the field of educational policy were involved in every project phase.

The concept of multilingualism in daily teaching ought to be strengthened by means of convincing examples. Some partners of the network directed particular attention to the promotion and dissemination of the DaF (*Deutschunterricht als Fremdsprache* – German teaching as a foreign language) following the good-practice examples of the network. Even beyond the project period, the network offers a platform for the exchange of concepts and materials. The network organizes conferences, workshops and expert congresses in order to represent the current state of the didactical discussion

Subgoals of the project

a) Organization

- Pre-negotiations concerning the coordination with the partners
- Fixing of dates and target agreements
- Agreements about division of work and task distribution
- Definition of project steps
- Delineation of sectors of responsibility and target agreements for subject areas
- Mutual support, common workshops, team work going beyond the boundaries of partner institutions

b) Content-related aspects

- Formulation of a common problem horizon (principal questions regarding the EU)
- Information about the current state of the scientific discussion about future aspects of EU-policy. “The common key topic underlying the project had been chosen wisely and turned out to be the supporting basis for the whole duration of the project: “Dispute about the European Constitution”. With this topic, one had not only chosen a highly current, but also a controversial, even exciting topic. The controversy surrounding the draft of a constitution for Europe, the defeats in the vote, in the agreement on the treaty of Lisbon – all of this allowed to focus the problem areas of European integration like under a burning glass.”⁵
- Agreements on “controversy” as the basic principle of all materials developed
- Focus on pupil-activating methods and “bottom-up” approaches
- Commitment to the CLIL-approach as the didactical frame of all material in foreign language teaching

c) Organisational aspects

- Implementation of an internet and intranet platform
- Setting-up and maintenance of a project homepage
- Common conferences

⁵ From the report by Prof.Dr. G. Riescher University of Freiburg (attached to the confidential part)

- Testing of many product parts
- Self-evaluation of the first project period and of the whole project process
- External evaluation by experts

d) Aspects of distribution and utilization

- Training as well as further training offers of the involved partner institutions for the project
- Implementation of the concepts and modules in teacher training
- Workshops for further teacher training
- Book containing basic principles as a print version at a relevant publisher (contractual and organizational course has been set)
- Follow-up projects
- Networking with other relevant networks
- Cooperation with other big networks (Goethe Institute, ECML)
- Implementation of the CLLiG in the education plans (e.g. comprehensive offer of CLLiG in the province Limburg NL under the authority of the CCLL-partner institution)
- Starting of a publication series with exemplary teaching concepts including materials

2. Project approach

In the project, altogether 16 partners from 12 countries (Bulgaria, Germany, Finland, Great Britain, Italy, the Netherlands, Austria, Poland, Romania, Spain, Czech Republic, Hungary) participate and bring in experiences from school, university, and seminars/academies/continuing education institutions. The particular team structure of the participants is set up as follows:

a) **Universities, seminars, academies** are concerned with the implementation of the concepts and modules in teacher training and further training.

b) **Universities** compile content requirements and test the quality of the concrete projects.

c) **From the schools**, several persons participate. By doing so, a demand-oriented development and practice-oriented testing according to the thematic focus is secured.

During the planning phase, highest attention was paid to the selection of the project partner. They ought to represent member states of the EU, and since not all countries could be represented, a representative cross-section was defined: Western Europe and Middle-Eastern Europe, old and new member states, states from the North and the South, large and small partners with different language competences.

See figure I “structure of CCLL network”

The **division of work** of the partners in the project corresponds to the detailed planning of the performance in working hours in each of the work packages. Each work package determines clearly defined work objectives and work results. In accordance with these work objectives and the particular requirements, the respective partners compile modules for DaF or English. Partner universities provide content-related input and, at the same time, examine materials for their scientific quality.

The **project planning**, the coordination of the particular work packages and the management is incumbent upon the coordinating institution P1 (State Seminar for Didactics and Teacher Training Freiburg). The project manager and coordinator has also assumed the organisational, administrative-technical and financial tasks. The coordinating institution receives support through an internal steering group (see figure I) which steers and controls the project process.

The **methodological concept** of the projects relies on an essentially independent work of the partner institutions in order to accentuate and not to unify the cultural diversities, the different perspectives and experiences, the diversity of convictions and methodological approaches and the manifold professional fields of activities. In this context, membership in the EU which individually differ in length and the varying interest-led views are meant to reflect a part of a European dimension, in the sense of a diversity in unity. An open guideline with regards to material, methods and implementation ought to take into account the independence and the different educational cultures, but it was also meant to make visible the politico-cultural

diversity of Europe. Still, the exchange, the support and mutual evaluation is guaranteed through the communication of the network. The **work process in the network** is patterned by specific phases:

- Theoretical information (content-related and methodological input) during conferences through expert lectures
- Development of concrete modules and materials in the partner institutions
- Testing and documentation of concrete possibilities of implementation
- Permanent exchange of experiences on the basis of an internet platform
- Reflection of experiences (evaluation) and at meetings
- Exploitation of the result by target groups in one's own or national networks
- Dissemination (Europe-wide) over the network or networking with other networks
- Contacts with stake holders, with the objective of an implementation of the new approach and the concepts in the curriculum
- Cooperation with networks representing similar objectives
- Publication of a handbook with new integrative didactical concepts

The structuring of the project process that has been created in this manner, with input, practice-oriented development and formulation of concrete results of the involved partner institutions, then reflection and evaluation via an internet platform or during meetings – all of this has made possible a successful development of new concepts and teaching materials.

Also, the possibility of permanently informing and exchanging oneself concerning the project process between the meetings has been created through the implementation of an internet- and intranet platform.

The **internet platform** www.ccll-eu.eu has a comprehensive and differentiated offer, allowing to get to know the new didactical approach of integration of political education and foreign language learning in the sense of the CLIL, to follow the theoretical deliberations and discussions and to examine the concrete concepts and materials for their everyday suitability.

Additionally, the whole project process becomes transparent through the website and traceable in all phases.

3. Project results

Common results:

- **Networking**: platform for information, discussion and exchange: www.ccll-eu.eu
Comprehensive, differentiated offer of information, processes of communication and project life traceable on the basis of this platform in the individual phases
- **Mutual support and exchange of experiences** on the level of the network (regarding the CLIL-approach and action-oriented methods), inter alia:
 - Common workshop of P 11 and 14 in Medias
 - Training of a Czech group of teachers, suggested by P 5 in Venlo through P 11
 - Common workshop of P 9, P 10 and P 14 «Directly and actively experiencing ethnic diversity » in Medias

The CCLL network was able to use the chance of observing the process of change in its partner institutions, to support it creatively and furthermore to implement the new link between language- and Europe-competence into teaching. This constitutes an increase in quality of previous forms of teaching.

- **Implementation of the CLIL-approach in decisions regarding the educational-policy sector:**

e.g.:

- assignment of the provincial government Limburg for P 11 to develop a comprehensive program with teaching materials for CLILiG for all types of schools

Since the network enters completely **new ground with the fusion of the subject-specific didactical principles of « political education » and of foreign languages didactics in the sense of the CLIL-approach**, it was necessary and useful to not only organize networking in the sense of the merging of already existing modules and concepts, but also to develop concepts and concrete modules in order to convince through good-practice examples. Therefore, several concrete products were developed, besides extensive networking and dissemination. At the same time, the network realized, from the very beginning, the **valorization and dissemination of the idea and the products which emerged gradually**. The countless **presentation of the network by its partners at international conferences** is also an important result:

Single products :

Partner	Result/ Product	Target Group / Utilization
P 1 Koo. DE	<p>1. Webquest + Business Game (EU - Climate Conference)</p> <p>German Version: http://ccll-eu.eu/cms02/index.php?id=109&L=1#c230</p> <p>English Version: http://ccll-eu.eu/cms02/index.php?id=109&L=0</p> <p>2. Youth Parliament Upper Rhine/ Parlement des Jeunes du Rhin supérieur 8./9. May 2009 15./16. October 2010</p>	<p>Teacher training / class for native speakers Classes and in Sek 1 u. 2. – CLLiG and for CLLiEn Format for projects, cooperation of school Method: action-oriented</p> <p>Cooperation and networking with JPO, two implementations: http://ccll-eu.eu/cms02/index.php?id=172&L=1#c314</p>
P 2 AT	<p>Teaching material for political education and EU: A school on its way to democracy – A school on its way to Europe</p> <p>An interdisciplinary project for the whole school: http://ccll-eu.eu/cms02/index.php?id=250&L=1#c476</p> <p>Survey: What do pupils know about the EU? - A survey in the AGI (Akademisches Gymnasiums Innsbruck) http://ccll-eu.eu/cms02/fileadmin/daten/Dateien/teaching_material/Austria/Kenntnisse_ueber_die_EU.pdf</p> <p>EU-calendar of class 6 D of the Akademisches Gymnasiums Innsbruck: http://ccll-eu.eu/cms02/fileadmin/daten/Dateien/teaching_material/Austria/Kalender_Endversion_zum_Drucken.pdf</p> <p>Youth Parliament of the Alps Convention YPAC</p>	<p>Teacher training at Teacher Training College and Seminar / Teaching Modules For native speaker teaching and for CLLiEn also to be used for CLLiG (only with good foreign language knowledge)</p> <p>Cooperation and networking with YPAC: http://ccll-eu.eu/cms02/index.php?id=171&L=1#c318</p>
P 3 BG	<p>Programs for course of studies „Europe“ at the University of Sofia: http://ccll-eu.eu/cms02/fileadmin/daten/Dateien/Newsletter/Newsletter_August_2010_Deutsch_.pdf</p>	<p>Improvement of Europe competence in the frame of bilingual learning – Target group students</p>

	<p>Student survey: http://ccll-eu.eu/cms02/index.php?id=191&L=1#c366</p>	
P 4 BG	<p>1. Questionnaire for pupils of the FSG "Z.Stojanov" Sliven http://ccll-eu.eu/cms02/index.php?id=190&L=1#c365</p> <p>2. Presentation of pupils on EU-topics http://ccll-eu.eu/cms02/index.php?id=228&L=1#c416</p> <p>3. Business game: Conference of EU Ministers for Transport about „Transport Safety in Europe“ Video available on DVD</p>	<p>Conception and material developed, implemented for teaching and tested for CLILiG-approach</p> <p>Also usable for further training in the “German as a Foreign Language” sector (DaF)</p> <p>S. above</p>
P 5 CZ	<p>1. Teaching unit (3 teaching hours) in DaF „E U“ http://ccll-eu.eu/cms02/index.php?id=226&L=1#c412</p> <p>2. Workshop; What does the Czech Republic have in common with other European countries? http://ccll-eu.eu/cms02/index.php?id=249&L=1#c474</p>	<p>Practical teaching units as „good-practice“ also for further training and multiplication by the Czech association of German teachers Concept, material, video recording</p> <p>Learning station</p>
P 6 DE	<p>The European Union and the Euro-scepticism http://ccll-eu.eu/cms02/index.php?id=234&L=1#c428</p>	<p>Teaching unit format for CLILiEN in different topic-related subject areas of teaching (Geo, History, Social Studies)</p>
P 7 FI	<p>CLILiG- testing in class “Europe und Europe competence” in high school sixth grade (upper level) in Tampere/Finland http://ccll-eu.eu/cms02/index.php?id=183#c349</p>	<p>Pupils, method: Station learning Courses; History /Social studies, as well as subject-combination music/art/sports (amongst others in the form of a musical and a pupil revue respectively)</p>
P 8 IT	<p>CLIL-module for CLILiEn and CLILiG: South Tyrol Philosophy Cold War + didactical conceptions http://ccll-eu.eu/cms02/index.php?id=187#c357</p>	<p>Modules for teaching and further training Networking and implementation with other partners and new projects</p>
P 9 HU	<p>„EU and minorities“ – A project that simulates the modules “elections” and “draft for a minority self-government” in two schools for CLILiG-teaching</p>	<p>Teachers for national minorities with a school system (Slovaks, Germans, Romanians) – in German language. Cooperation P 10 HU und P 14 RO</p>

	<p>Large school project „Minorities in Hungary“ http://ccll-eu.eu/cms02/index.php?id=237&L=1#c477</p> <p>Eco-ethic in EU http://ccll-eu.eu/cms02/index.php?id=114&L=1#c236</p>	<p>Module for German language school in Hungary and Romania Cooperation P 10 HU und P 14 RO</p>
P 10 HU	<p>Election-project: Simulation of an election of the minority self government in Hungary http://ccll-eu.eu/cms02/index.php?id=110&L=1#c228</p>	<p>Project between the “Germanistic Institute” of the ELTE Budapest and the Hungary-German Centre for Education Baja Format can also be used for other implementations</p>
P 11 NL	<p>Single modules on several different topics, chosen by pupils themselves, independently researched and in different forms of presentation (film, ppts., interviews): http://ccll-eu.eu/cms02/index.php?id=185&L=1#c355</p> <p>Enlargement and extension of the CLLiG-department in the school</p>	<p>Suitable as proposal for other CLLiG groups in Sek. II</p> <p>Province Limburg has commissioned P 11 to develop and implement the CLLiG concept for all types of schools.</p>
P 12 PL + P 13 PL	<p>Diverse teaching material Different formats and methods http://ccll-eu.eu/cms02/index.php?id=132&L=1#c275</p> <p>Summarized in a book publication +DVD</p>	<p>Students of teacher training in CLLiG and CLLiEN – also application in native speaker teaching (Polish)</p> <p>Exemplary cooperation between university and teacher academy, theory and practice</p>
P 14 RO	<p>European values - BLOG of the 9th class of the Samuel-von-Brukenthal-Gymnasium from Hermannstadt/Sibiu in Romania. http://ccll-eu.eu/cms02/index.php?id=181&L=1#c344</p>	<p>Project method for teaching and further training for teachers</p>
P 15 ES	<p>Language and Social Cohesion Action Plan for Immigrant Pupils http://ccll-eu.eu/cms02/index.php?id=174&L=1#c323</p> <p>Youth Parliament Catalonia http://ccll-eu.eu/cms02/index.php?id=176&L=1#c326</p> <p>Concepts for CLIL: http://ccll-eu.eu/cms02/index.php?id=177&L=1#c327</p>	<p>Proposal for group work for teacher training and further training for teachers, Utilization for beginner’s classes in foreign language</p> <p>Cooperation and networking with youth parliament</p> <p>Concepts for in-service-training</p>

P 16 UK	Module: “European citizenship” in English Intercultural Education Ethos Active Citizenship Identity Diamond Ranking Homogeneity vs. Diversity in Education http://ccll- eu.eu/cms02/index.php?id=168#c307	Concepts for in-service-training
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4. Partnerships – Network activities

It is the objective of the network to expound – in a mutual exchange - the problems of the diversity of the perspectives, opinion- and interest-horizons of the individual partners, resulting from their experiences in European policy and perceptions. By doing so, intercultural competence is promoted; at the same time, however, the debate on the future of Europe is led by following the principles of **controversy and multi-dimensionality**. With this, the trainers and teachers set exemplary standards for the actual target group of the pupils.

The partners determine the **content-related setting of priorities** of the concrete teaching materials on the basis of their specific access to problems of the EU and the respective national and cultural perspectives. This is especially important in order for the pupils to be “picked up” from their own cultural and political context and to make them become interested in the common shaping of Europe. A harmonized and synchronized procedure would hamper the bottom-up approach of the project. They recognize the common interfaces and intersections in which cooperation and exchange become meaningful over the network. Also, unnecessary duplication is avoided. By linking examples relevant for teaching and their testing in different European countries, concepts and products for teacher training, further teacher training and especially for the “end consumer” - the pupils -, are created that are convincing from a qualitative standpoint. These products are compiled in the network by the involved partners and are tested, improved through cooperation within the network, in order to be evaluated finally by acknowledged independent experts.

Because of the participation of theoreticians and practitioners, the project unites the **networking of pedagogical expert knowledge with practical knowledge and with contacts with educational policy-makers**. So far, the project participants have met three times in different partner countries; in doing so the conference locations were chosen also in consideration of the possibility of the dissemination of the project. (The kick-off meeting in Freiburg was organized in collaboration with the university and took place at the university – collaboration of training at the university and at the State Seminar for Didactics and Teacher Training (*Staatliches Seminar für Didaktik und Lehrerbildung*) for the application and distribution of CCLL-results mobilized – representatives of the ministry of culture were invited, in order to integrate the education-policy-makers from the beginning). Also, the second meeting in Innsbruck had the involvement of the responsible educational policy-makers from Vienna and the collaboration with the University Innsbruck in mind.

Even though the third meeting in Venlo served more the purpose of receiving interim results and practical aspects of implementation, school directors from several other Dutch schools as well as teacher and teacher trainers from schools in Germany were involved, with whom Partner 11 works together.

A **constant networking and ongoing communication** takes place via the intranet platform.

Also, the frequent email traffic serves to further closer cooperation between the partners and the pinpoint organisational service of the coordinating institution. Despite the dense and frequent electronic exchange, it has become clear that personal meetings and intensive conversations face-to-face are indispensable in order to explain complicated sequences or in order to analyse and solve problems between the partners and their superior or related institutions. Therefore a few short partner visits were conducted at the coordinating institution. During these visits, the occasion was used for dissemination activities (mostly in the form of conversations with educational-policy stakeholders). Also, a productive professional and content-related exchange cannot be accomplished exhaustively via electronic communication.

An intensive personal exchange during the meetings of the whole and the interim meetings complements the cooperation and the common activities. Even before the project started, the coordinating institution and the partners have recruited institutions which support and accompany the project objectives, even though they are not integrated in the official partner structure. This process has been further followed in the life phase of the CCLL project and will also develop further in the second half. In this, the partners see the chance and also the purpose of a network to serve as an instrument for the dissemination and utilization of results through as many addressees as possible.

See also <http://ccll-eu.eu/cms02/index.php?id=19> “Associated partners”

5. Plans for the future - Sustainability

Since the results are very varied – as regards content as well as methodology – and have often several addressees in mind, the **implementation and valorization phase** will extend beyond the project phase that was subsidized. In addition to this, the project approach requires a **new didactical thinking of an integrative didactics of political education and foreign language learning**. For this, persuasion work has to be undertaken in several countries in Europe. The modules of the CCLL-network create convincing good-practice examples.

Since not few partners pursue ambitious objectives with several products at the same time, the valorization and implementation of the results will still last a few months.

The platform still offers the right area of action for this. **The coordinator has committed himself to take care of and maintain the platform for an additional two years.**

However, the partners have put the main emphasis of the project work on the **optimal dissemination of the results and making known the CCLL-network** for further circles and target groups. The network ought to reach as many interested people as possible working in school education on different levels and with different tasks, and the network should be used by them. Suggestions ought to be offered by means of concrete concepts and teaching materials, but also serve at the same time for the exchange of experiences and ideas. In the future, the network will serve as a **reloading point of information**; it will also make accessible the innovations to a larger audience via workshops and the participation in congresses. This has already succeeded to a great extent.

The extensive and varied efforts of all partners in their countries, in their networks and on international conferences to make known the CCLL-network and to spread the innovative didactical impulses, has led the network to receive wide-ranging attention in the European community. This shall be continued beyond the subsidized project period and be deepened. In particular, the following steps have been taken or agreements been reached:

- Maintenance and financing of the website by “Staatliches Seminar für Didaktik und Lehrerbildung (Freiburg)“
- Maintenance of website by the coordinator also beyond the project time (two years guaranteed)
- Regular publication of newsletters
- Publication of a book containing the basic principles “Europe competence in foreign language teaching” – contracts have been signed, estimated time of publication 2011
- The Hungarian project partners (P9) have successfully applied for a project on the „Renewal of the Hungarian society“ TÁMOP. In the frame of this project,

competence-oriented learning programs will be developed for the German minority in Hungary.

- In the Netherlands, a concept will be developed for the provincial government Limburg in order to implement CLIL in German teaching. The CCLL partner (P 11) have been commissioned with the implementation.
- The Europe Institute for Foreign Languages Graz (ECML) regards the CLIL-approach in connection with the subject-related content “Europe” as a basis for future common activities. Common activities are currently being agreed upon.
- The Goethe Institute functions as a project partner for workshops in the respective partner countries and plans to incorporate CCLL-products into the offers available on its website.
- The Comenius-project “ARC” (Action Research on CLIL) is a follow-up project of CCLL.
- Partners from Italy (P 8) and Hungary (P 9) have agreed upon a Comenius partnership which shall be applied for in February 2011.
- Strengthening of cooperation and networking with other projects and institutions via the website.
- Integration of the CLIL-French-approaches and concepts
- Europe-wide offer of workshops and in-service-training by the partners of the CCLL.

6. Relevance for Europe

In many ways the project is directly related to the priorities of the LLPs and implements a number of the recommendations of the Commission or resolutions of the EU-Parliament and the Council:

- The **thematic emphasis** puts its focus *sui generis* on essential problems of European policy and the discussion on the future shape and structure of the community. In the choice of the concrete topics as well as the didactical-methodological approach, the results of the project aim at the objectives of the LLP-generation: “To reinforce the role of lifelong learning in creating a sense of European citizenship based on understanding and respect for human rights and democracy, and encouraging tolerance and respect for other peoples and cultures.”⁶ By means of a competent and problem-oriented coming to terms with problems of integration of partly-discriminated minorities for teaching, some partner institutions create important stimuli for the sensitization for problems of integration and for the development of a responsible sense of European citizenship in the sense of the Commission.⁷
- With the innovative and pupil-oriented approach of the didactical concepts and concrete materials, the project implements the call of the Commission for personalized teaching approaches.⁸
- With the general competence-oriented direction of all results of the project, the CCLL-network invokes the definition of key competences⁹ by the Commission.
- The basic idea of the project of integrating political education focused on Europe in foreign language teaching realizes the idea of the EU Parliament and the Council: “Promoting the teaching and learning of languages and linguistic diversity should be a priority of Community action in the field of education and training.”¹⁰ Also, by means of “learning via direct meetings” in foreign language learning, the development of “[...] knowledge and understanding among young people and educational staff of the diversity of European cultures and languages and its value”¹¹ is promoted.

⁶ Decision No. 1720/2006/EC of the European Parliament and of the Council of 15 November 2006, article 1, para. 3 i.

⁷ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: Improving competences for the 21st Century: An Agenda for European Cooperation on Schools. COM (2008) 425, 2.6.

⁸ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: Improving competences for the 21st Century: An Agenda for European Cooperation on Schools. COM (2008) 425, 2.9 – 2.11.

⁹ Recommendation 2006/962/EC.

¹⁰ Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006, decision no. 17.

¹¹ Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006, article 17, para. 1 a.

- Naturally, a network such as the CCLL combining all phases of teacher training and further training has the ability to organise “to encourage the best use of results, innovative products and processes and to exchange good practice in the fields covered by Lifelong Learning Programme, in order to improve the quality of education and training.”¹² Therefore a permanent exchange of experiences and mutual support during workshops, advanced training and smaller project is planned and has also been partly realized.

- Last but not least, in their own sectors the partner have determined to contribute “to enhance the quality and European dimension of teacher training and to support improvements in pedagogical approaches [...]”¹³ This will succeed all the more if the good-practice products - because of their quality - can convince the educational-policy decision-makers who are responsible of the correctness and the significance of the innovative didactical approaches of the network. This persuasion work is supported by a frequent exchange of experiences of the partners over the net. This corresponds to a very large degree with the operative goals of the LLPs.

- The European Commission and the European Council now campaign for the **CLIL-approach**.¹⁴ The network has made this approach known to a large number of users within the participating countries and impacting on other networks as well, it has promoted the approach and it has promoted sympathy for it by means of convincing arguments. Long before, the network has already recognized the surplus value of this approach for language learning and has supported it. During the conferences of the network, leading experts from research and for teaching languages provided the know-how, and practical users have imparted their experiences in this approach to the network. By far the largest part of the materials is committed to this approach either in the form of CLILiG or CLILiEN.

Meanwhile, the surplus value of this approach has also been published by the EU-Commission in statements with regards to learning languages:

- Development and promotion of intercultural learning
- Strengthening of oral communication competences in a foreign language
- Promotion of multi-perspective thinking
- Strengthening of the learning motivation for foreign languages¹⁵

¹² Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006, article 1, para 3k.

¹³ Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006, article 17, para 2 e & f.

¹⁴ Council Resolution of 21 November 2008 on a European strategy for multilingualism Official Journal C 320 , 16/12/2008 P. 0001 - 0003

¹⁵ http://ec.europa.eu/education/languages/language-teaching/doc236_en.htm

In many respects, the network project also possesses an exemplary character for the pan-European discussion on the CLIL: The CCLL-network is one of the few international development projects that raise the broad and exciting area of the CLIL as an issue, but which use as a starting point a concrete topic-related school subject. In this case, the project receives – in the European dimension – a special significance, because the substance of the school subject which is in the focus is political education, with a focus on European-politics or –competence respectively. Last but not least, the work of the CCLL-network is exemplary from the point of view of the pan-European efforts at multilingualism: As a starting point for the creation of material and ideas of didactics.

7. Dissemination

Since the beginning of project, the central task that was at the centre of all efforts of the partners was the dissemination and utilization of the concepts, products and network contacts that were developed. The CCLL-network and the partners spent significant efforts and working time for the dissemination and valorisation of the didactical approach as well as the concrete material. These activities were as equally important as the development of the modules and materials.

Summary tables of the different dissemination activities:
Details and addressees (see annex IV „Dissemination, valorisation)

Event / Activity	Type of Dissemination	Partners
Meeting of coordinators in Brussels	Exchange between the individual coordinators	P 1 3 x
Cooperation with national agencies	Support of other projects and potential applicants	P 1 6 x P 2 1 x P 8 3 x
Official congresses	Presentation of the CCLL-network	P 1 4 x
Fairs	Presentation of the CCLL-network and its results	P 1 2 x
Meeting of network coordinators national	Exchange of experiences and results	P 1 5 x P 3 1 x P 11 2 x
Meeting with colleagues	Presentation of CCLL-network and its results, forms of cooperation	P 1 3 x P 2 1 x P 5 8 x P 6 1 x P 7 3 x P 8 4 x P 10 5 x P 11 1 x P 15 9 x P 16 2 x
Anniversary events	Presentation of the CCLL-network	P 1 2 x P 8 1 x P 14 1 x
Expert conferences	Contributions and presentation of the CCLL-network	P 1 5 x P 2 6 x P 3 1 x P 4 2 x P 5 9 x P 6 1 x

		<p>P 7 5 x</p> <p>P 8 4 x</p> <p>P 9 3 x</p> <p>P 11 8 x</p> <p>P 12 1 x</p> <p>P 13 1 x</p> <p>P 15 4 x</p> <p>P 16 1 x</p>
Events	Implementation of CCLL-materials and concepts	<p>P 1 2 x</p> <p>P 2 1 x</p> <p>P 7 3 x</p> <p>P 8 1 x</p> <p>P 12 5 x</p> <p>P 13 5 x</p>
Youth Parliament Session	Implementation of topics and method	<p>P 1 5 x</p> <p>P 2 3 x</p> <p>P 8 2 x</p> <p>P 15 2 x</p>
Meeting with partners of the CCLL-network between the congresses		<p>P 1 4 x</p> <p>P 5 1 x</p> <p>P 6 2 x</p> <p>P 8 2 x</p> <p>P 9 2 x</p> <p>P 10 2 x</p> <p>P 12 1 x</p> <p>P 11 2 x</p> <p>P 13 1 x</p> <p>P 14 4 x</p>
Workshops, seminars, in-service training	Implementation, testing of CCLL-modules	<p>P 1 3 x</p> <p>P 5 1 x</p> <p>P 7 2 x</p> <p>P 8 3 x</p> <p>P 9 1 x</p> <p>P 10 5 x</p> <p>P 11 2 x</p> <p>P 12 1 x</p> <p>P 13 1 x</p> <p>P 14 14 x</p> <p>P 15 4 x</p> <p>P 16 4 x</p>
School experiments	Testing of CCLL-materials	<p>P 2 3 x</p> <p>P 11 2 x</p> <p>P 14 1 x</p> <p>P 15 2 x</p> <p>P 16 7 x</p>
Congresses of higher-ranking subject matters	Presentation und dissemination of CCLL-approaches	<p>P 1 2 x</p> <p>P 2 5 x</p> <p>P 4 1 x</p> <p>P 5 2 x</p>

		P 7 6 x P 10 6 x P 14 1 x
Discussion with stakeholders and government representatives Minority representatives	Integration of CCLL results in national or regional programmes and concepts	P 1 9 x P 2 1 x P 5 7 x P 7 2 x P 9 4 x P 11 7 x
Discussion with school principals	Offers of cooperation	P 1 3 x P 8 2 x P 9 2 x
Linking of CCLL-network with other sites	Popularization of CCLL-network	Concerns many partners See homepage: http://ccll-eu.eu/cms02/index.php?id=19&L=1
International congresses	Popularisation of CCLL-network	P 1 2 x P 4 2 x P 5 3 x P 7 9 x P 9 1 x P 10 1 x P 11 2 x P 15 1 x
Organisational talks with important partners stakeholders	Integration of CCLL-results in curricula	P 1 3 x P 5 3 x P 7 2 x P 10 1 x P 11 6 x
Contacts with media	Presentation of CCLL-objectives	P 1 4 x P 3 1 x P 7 4 x P 11 1 x P 12 3 x
Book publication	Presentation of partial results	P 12 1 x P 13 1 x

Publications (published during funded period relating to the CCLL-Network):

Since April 2009, the network has published newsletters online, at least three times a year with current information about the network activities in English and German:

<http://ccll-eu.eu/cms02/index.php?id=178&L=1#c329>

- Detlev Hoffmann, »Going East« – The debate on location within the EU – published using the example of the automobile industry in Slovakia. The article (in German) appeared in the magazine “Deutschland und Europa”; published by the „Landeszentrale für politische Bildung“, Baden Württemberg, Volume 54 – 2007.

The magazine addresses teachers in the subjects of social studies, history, geography, German, art and economy of all school types.

http://www.deutschlandundeuropa.de/54_07/wirtschaft_sozial.htm

- Additional didactical material:

http://www.deutschlandundeuropa.de/54_07/Hoffmann_Heft_54.pdf

(Detlev Hoffmann, »Going East« – Die Standortdebatte innerhalb der EU – am Beispiel der Autoindustrie in der Slowakei veröffentlicht. Der Beitrag ist erschienen in der Zeitschrift „Deutschland und Europa“, herausgegeben von der Landeszentrale für politische Bildung in Baden-Württemberg, Heft 54 – 2007. Die Zeitschrift wendet sich an Lehrkräfte der Unterrichtsfächer Gemeinschaftskunde, Geschichte, Geographie, Deutsch, Kunst und Wirtschaft aller Schularten.

http://www.deutschlandundeuropa.de/54_07/wirtschaft_sozial.htm

Didaktisches Zusatzmaterial:

http://www.deutschlandundeuropa.de/54_07/Hoffmann_Heft_54.pdf

- Gabor Frank, From Great Enthusiasm for Europe to Scepticism in Hungary, Deutschland und Europa”, p. 58 ff.

Gábor Frank, Von großer Europabegeisterung zur Skepsis in Ungarn „Deutschland und Europa“, S. 58 ff

- Daniela Detscheva, Arrived in the EU? Bulgaria after the EU accession.

Deutschland und Europa”, Volume 56 – 2008, p. 64 ff.

Daniela Detscheva, Angekommen in der EU? Bulgarien nach dem EU-Beitritt „Deutschland und Europa“, Heft 56 – 2008, S. 64 ff

http://www.deutschlandundeuropa.de/56_08/buergerunion.pdf

- Youth cultures in Europe – A kaleidoscope from different European countries: Germany, Great Britain, France, Greece, Poland, Bulgaria, Czech Republic and Turkey (CCLL-Comenius-Project authors, amongst others), in: „Deutschland und Europa“, Volume 57 – 2009 „Jugend und Europa [Youth and Europe], p. 6.

- Detlev Hoffmann, Young people parliamentary movements, two examples. Volume 57 – 2009 “Jugend und Europa” [Youth and Europe]; p. 64

Jugendkulturen in Europa – Ein Kaleidoskop aus verschiedenen europäischen Ländern: Deutschland, Großbritannien, Frankreich, Griechenland, Polen, Bulgarien, Tschechien und Türkei (CCLL-Comenius-Projekt-Autoren, u. a.) .in: „Deutschland und Europa“, Heft 57 – 2009 „Jugend und Europa“ , S. 6

Detlev Hoffmann, Jugendparlamentsbewegung an zwei Beispielen. Heft 57 – 2009 „Jugend und Europa“ S. 64

- Detlev Hoffmann, Europe votes – How many first time voters take part?
A COMENIUS network helps to improve Europe competence among young people.
In: P A D Aktuell. Informations on European and international exchange in the school sector, April 2009
Detlev Hoffmann, Europa wählt - Wie viele Erstwähler gehen hin?
Ein COMENIUS-Netzwerk hilft, die Europakompetenz bei Jugendlichen zu verbessern. In P A D aktuell, Informationen zum europäischen und internationalen Austausch im Schulbereich, April 2009
- Prof. Dr. Ryszard Kaczmarek – press contribution - „Instytut Historii uczestnikiem międzynarodowego programu CCLL - „Gazeta Uniwersytecka” 2009 Print – May 2009
Prof. Dr. Ryszard Kaczmarek - Pressebeitrag - „Instytut Historii uczestnikiem międzynarodowego programu CCLL - „Gazeta Uniwersytecka” 2009 Druck – Mai 2009
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- Moving cooperation – German language subject teaching at the Sammon Keskuslukio in Tampere. In: Aktuelles für den Deutschunterricht in Finnland. Hrsg. v. Goethe Institut Finnland. August 2008.
Dr. Kim Haataja, - Mehrsprachigkeit braucht mehr Sprachigkeit! In : Aktuelles für den Deutschunterricht in Finnland. Hrsg. v. Goethe Institut Finnland. August 2008.
- Kooperationen bewegen – Deutschsprachiger Fachunterricht an der Sammon Keskuslukio in Tampere. In: Aktuelles für den Deutschunterricht in Finnland. Hrsg. v. Goethe Institut Finnland. August 2008.
- Interview with Louis Seelen, Valuascollege Venlo, in: WDR - Lokalzeit Duisburg, 11. März 2009
Interview mit Louis Seelen, Valuascollege Venlo, im WDR - Lokalzeit Duisburg, 11. März 2009
<http://www.wdr.de/mediathek/html/regional/2009/03/11/lokalzeit-duisburg-niederlaendisch.xml;jsessionid=FE1E72C540E6F1A6BA86BAD665A6EBBC.mediathek3>
- Interview with Detlev Hoffmann by Venelina Popova, Public Radio „Horizont“, Bulgaria
Interview mit Detlev Hoffmann durch Venelina Popova, Staatlicher Rundfunk „Horizont“ Bulgarien
<http://ccll-eu.eu/cms02/index.php?id=104#c220>
- Since April 2009, the network has published newsletters online, at least three times a year with current information about the network activities in English and German:
<http://ccll-eu.eu/cms02/index.php?id=178&L=1#c329>
Das Netzwerk hat ab April 2009 Newsletter ins Netz gestellt, mindestens dreimal im Jahr mit aktuellen Informationen über die Netzwerkarbeit in englischer und deutscher Sprache: <http://ccll-eu.eu/cms02/index.php?id=178&L=1#c329>
- Daniela Detscheva, Europa-kompetencia es idegennyelv-tanulas, SEGA 27.7.2009
<http://www.segabg.com/online/new/articlnew.asp?issueid=3939§ionid=28&id=001502>
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<http://ccll-eu.eu/cms02/index.php?id=231#c423>
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- Ryszard Kaczmarek, *Historia Polski 1914 -1989*, Warszawa 2010
- Comprehensive book project: Book containing the basic principles about „Acquiring Europe-competence in Foreign Language Teaching”, planned in cooperation with the “Wochenschau-Verlag, Bad Schwalbach”, with contributions from experts and partners of the CCLL network. Following this book, a magazine series with concrete teaching materials should follow in the next years.
Umfangreicheres Buchprojekt : Grundlagenband über „Europakompetenz im Fremdsprachenunterricht erwerben“ zusammen mit dem Wochenschau-Verlag, Bad Schwalbach, geplant, mit Beiträgen von Experten und Partnern des CCLL-Netzwerks. Diesem Grundlagenwerk soll eine Heftreihe mit konkreten Unterrichtsbeispielen in den nächsten Jahren folgen.