Project Title: CORE - CLIL Objectives and ResourceKit in Education

Progress Report       Public Part
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Executive Summary

CORE is concerned with key issues in the local implementation of CLIL (Content and Language Integrated Learning). CLIL integrates the learning of a foreign language with the learning of part or all of a broader-based curriculum. For example, instead of teaching Geography and French always as separate subjects, geography might be taught using French as the principal or only medium of instruction.

Our target groups are school teachers and leaders, educational advisors, policy makers and other professionals trying to implement CLIL “on the ground” in primary and secondary school classrooms.

We aim to support their training and resource needs by exploring and disseminating best practice in adapting CLIL principles and practice to the diverse socio-linguistic contexts of different European countries and regions.

Our partners come from 8 educational institutions in contrasting socio-linguistic regions of 5 European countries: Greece, Italy, Lithuania, Norway and Spain. They encompass a university, primary and secondary schools and educational advisory centres established by national and regional authorities.

We pursue a collaborative programme of action research and development focussed on key issues of what works, where and why in the regional and local implementation of CLIL. Each partner has conducted a case study of CLIL implementation in relation to the specific context identified in a “state of the art” analysis in their own educational networks.

To date (April 2013) we have produced:

1. State of the art reports from each country as the basis for a synoptic article to be translated and published in the academic and professional literature of each partner country.
2. Documented case-studies, including professionally produced DVDs, intended as guides to best CLIL practice in specific socio-linguistic contexts;
3. The first versions of a series of “Strategic Implementation Packs” - cumulative resource packs of key materials in the theory and practice of CLIL implementation produced by the partners themselves and by others.
4. The first pilot version of a 6-day residential training course in the local implementation of CLIL. This will be held in Lithuania in May 2013 supported by a course handbook produced collaboratively by all partners. The second pilot version will be delivered in 2014.
5. A website for project management and a publicly accessible website – www.coreproject.no as the basis for dissemination, exploitation and sustainability of the project’s findings and outputs. Other major vehicles for dissemination include:
   i. a European Conference on CLIL Implementation to be held towards the end of the project’s lifetime.
   ii. news items and articles published in partner languages in each of the partner countries and in, the project language, English, across the European area.
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1. **Project Objectives**

We aim to increase the scope, efficiency, effectiveness and impact of CLIL (Content and Language Integrated Learning) across the European area through a practitioner-led programme of research and development which provides tried and tested tools and best practice guidelines for the training and support of our immediate target groups. These are teachers, school leaders, educational advisors, managers and policy professionals seeking to adapt and implement CLIL in relation to specific socio-linguistic situations, national and regionally.

This accords with a set of broader objectives for language teaching across the European area. Thus:

> "EU language policies aim to protect linguistic diversity and promote knowledge of languages – for reasons of cultural identity and social integration, but also because multilingual citizens are better placed to take advantage of the educational, professional and economic opportunities created by an integrated Europe.

> *The goal is a Europe where everyone can speak at least two other languages in addition to their own mother tongue* (http://ec.europa.eu)

Our overall objective is to do this through a programme of action research focussed on the key issues of “what works, where, and why” in each of our partner’s institutions and local educational networks. This will be the basis for developing and delivering the major outputs outlined above in the Executive Summary.

In parallel, we aim also to:

1. Investigate and incorporate current AfL (Assessment for Learning) practice into our analyses and discussion of CLIL implementation as locally appropriate

2. Implement efficient, effective and collaborative mechanisms for project management, and for internal and external, qualitative and quantitative evaluation of the project’s progress, products and process. (section 2 below)

**Involvement of our community of users**

Our immediate target groups had already been involved in local needs analyses during the preparation for the project. Since the project started, have involved them further in two major ways:

1. **As immediate communities of practice in local educational networks.**

Each partner has:

(a) liaised with head teachers, educational advisers and key members of local policy communities to identify best CLIL practice and selects school milieu for detailed case-study;
helped class teachers to document and where appropriate film what is felt to be best practice,

convened representative meetings of target group members as CLIL working groups to explore problems and best practice in local implementation;

worked with them to feed into and evaluate project outputs

2. As associated communities of practice in wider regional and national networks

Target groups, ultimate beneficiaries (school students) and stakeholders (parents, local employers, policy makers etc) have been encouraged and supported to access and contribute to the publicly available components of the project’s web-site as an integral part of the project’s practitioner-led methodology. Each partner has promoted and supported the impact of the project in their regional educational networks and stimulated already existing forums for discussing and evaluating the impact of CLIL innovation.

Stakeholders have been involved through discussing and evaluating the project’s progress at meetings of the school governing body, PTA’s, business-education partnerships etc.

School students have been involved in the ongoing evaluation of the project’s outcomes through AfL processes within classrooms implementing CLIL

Benefits and Impacts

The project aims to benefit past and future cohorts of primary and secondary school children, as well as our immediate target groups, in all European countries. It aims to enhance the support and training provided to our target groups as local implementers of CLIL, enhancing in turn the quality, efficiency and effectiveness of foreign language teaching and learning in primary and secondary education.

In these terms, the project aims to have a particular impact upon countries and regions where CLIL must be adapted to specific and potentially problematic socio-linguistic contexts. For example, CLIL can be used to increase the effectiveness of foreign language acquisition by the children of migrant groups. The foreign language they need to acquire is that of the country in which they are now resident. Its’ more effective and rapid acquisition will have a significant impact upon their prospects for future employment.

The project has similar aims in relation to European countries and regions where there may be current or potential tensions between more than one official language or different language communities. As for example, in some of our partner countries: German and Italian in the South Tyrol; Spanish and /Catalan in the Balearic islands; Norwegian, New Norwegian and Sami in Norway.

In such areas, more effective acquisition of foreign languages, and the use and acceptance of different languages as legitimate media of instruction for a range of
mainstream areas of school curricula, is intended to impact positively not just upon educational attainment but on social integration more generally.

Our prior needs analysis and staffing figures for our partner institutions indicate that during the project’s lifetime it will have this impact upon the work of 600 members of our target groups - mainly classroom teachers and school leaders directly involved in our case-study research and related activities.

We can make a quantitative estimate of the project’s impact so far upon the numbers of students and members of target groups directly involved in the Case Studies and DVD production. An average of 30 students per partner in the case studies, plus 15 teachers, heads and other school leaders, means that an approximate total of 240 students, and 120 teachers and school leaders, have been directly involved in these activities within our 8 partner institutions’ own networks.

Most of these 120 school teachers were directly involved in CLIL before the project started and will continue to be so after the project ends. They are however, only a proportion of the total number of teachers involved in CLIL in our partner institutions either as language teachers, or as content teachers or as both. Those directly involved in the project’s case studies are working alongside the other language and content teachers, disseminating CORE findings, outcomes and products to them, discussing and evaluating them together on a daily and weekly basis and formulating longer-plans for more effective CLIL implementation in current and subsequent years. In these quantitative terms, the project already seems to be impacting on its projected total of 600 teachers and school leaders within the partner institutions’ own local networks.

Similarly, the 240 or so school students who have been directly involved so far in the project’s case-study and related activities form only a small proportion of the total number of students within our partner institutions whose experience of CLIL is being directly enhanced through the project’s lifetime. If we estimated that up to 300 teachers out of the project’s projected total of 600 have so far been included in partner’s dissemination activities within their own local networks, and if each teacher has only one CLIL class of 20 students per week (see above) this would mean they have between them some 6000 students in primary and secondary education for each year of the project, a total of 12000 students so far upon whom the project is likely to have impacted.
2. **Project Approach**

Methodologically, the project uses mainly qualitative action research designed to:

(a) meet the predominantly qualitative aims and objectives of the project;
(b) use a practitioner-led “bottom-up” method of research and development which builds upon and helps re-define a field which to date has sometimes been experienced as “top-down”, overly prescriptive and over-generalized;
(c) make a concrete, measurable impact upon implementing CLIL within our partners’ own institutions and local networks during the project’s lifetime;
(d) investigate and meet the CLIL training and support needs of our immediate target groups of teachers, school leaders, educational managers and advisors.

Current research identifies a key issue for effective CLIL implementation: how is it facilitated or constrained by national, regional, institutional and classroom variations in socio-linguistic contexts and learning cultures?

Our research methodology combines:

(a) distinctively trans-European research and analysis of this key issue;
(b) the production and dissemination of direct practical solutions to the problems this illuminates.

Our research and development programme has three major phases

Phase 1 (10/11-02/12) **State of the Art Analysis**. Each partner has explored current CLIL implementation in their local networks to report on the nature and extent of:

(a) Government policy on CLIL;
(b) CPD training and support in CLIL for teachers and other educationalists;
(c) CLIL implementation in formal teaching;

Phase 2 (02/12-04/13) **Case Studies**. Each partner has undertaken case studies of CLIL implementation in their own schools or local educational networks. Partners’ spread of specialist expertise and socio-linguistic context allows us to address key issues such as comparisons between primary and secondary schools and transitions between them; the impact and implications of bi-lingual social contexts; and the use of CLIL in different subject areas.

Phase 3 (04/13-09/14) **Collaborative Production of the Major Outputs** outlined in section 1 above:

State of the Art Reports; Analysis and presentation of Case-studies as guidelines for the development of best practice; Strategic Implementation Packs; Residential Training Course and Handbook; Public website for dissemination, exploitation and sustainability of the project’s work; European Conference on Recognising Diversity in Implementing CLIL; Articles published in ne media and in academic and professional periodicals.
Value-Added Apart from the trans-European dimension of the project (discussed again in section 4 below) the project seeks to add innovative value to a field which might seem already well-provided with prescriptive texts, training courses, etc. almost to the extent of a minor industry dominated by a small number of key players and institutions.

There is, however, a critical shortage of case-study research on the availability and impact of such training and support materials and their effectiveness in meeting the needs of practitioners attempting to implement and advance CLIL “on the ground” in a variety of educational and socio-linguistic settings. Our project aims not just to address this shortage but to develop practical resources and networks to meet these needs.
Our preliminary needs analysis within our local educational communities told us that these problems require concise, locally manageable and sustainable training and resources based upon practically tested answers to the following key questions

(1) To what extent does there exist a **CORE** of CLIL theory and practice available for the training and support of teachers and school leaders implementing CLIL in all European contexts.

(2) To what extent and in what ways does this CLIL Core need to be adapted to different socio-linguistic contexts, educational levels, subject areas and the pre-existing competencies of teachers and students.

(3) How can the key issues of adapting CLIL to local needs be explored and disseminated in practical ways commensurate with the typically limited amounts of time available to school teachers and leaders.

(4) What are the CORE components for a range of CLIL deliverables, including an in-service training course, which addresses most economically and effectively the practical training and support needs of those implementing CLIL in a diversity of socio-linguistic and educational contexts?

Our preliminary review of the CLIL literature suggested a shortage of practitioner-based studies addressing these key issues. Our own project attempts to do this through the specific type of trans-European partnership described in section 4 below.

**Evaluation Strategy**

Our objective is to ensure the high quality and fitness-for-purpose of all the project’s outcomes and processes. Our approach is characterized by all partners’ commitment to a formalized quality plan and the strength of our shared conviction that high quality embraces:

- communications and relationships between the partners and their work-satisfaction;
- partner’s engagement with members of local networks such as teachers, leaders, and students in schools.

We are using a range of QA tools presented to project co-ordinators at EU meetings and in which partners have extensive and successful experience. We have organised evaluation by delegating management of the quality plan to a partner with considerable experience and expertise in this field and by contracting an external evaluator for the lifetime of the project. We pivot our quality plan around their ongoing evaluation of:

- (a) The quality of successively produced project outcomes, including evaluation of responses to them by end-users;
- (b) The quality of partners’ engagement with their tasks, other partners and the overall project process.

Progress and quality are regularly monitored against agreed milestones and criteria. Evaluative tools such as “How good was our project” and “How good was our
meeting” are modified for our specific purposes. Responses from partners, end users and local networks are analysed to produce quality reports for the project meetings. All project meetings are attended by an external evaluator who reports back to each one on progress between meetings, writes Interim and Final Evaluation reports and works with the internal evaluators on analysing and incorporating feedback from delegates attending the project’s training course and European conference. It is interesting to note two instructive results so far of the working relationships between project co-ordinators and the external and internal evaluators:

Firstly, when schools’ summer vacations threatened to curtail the time needed to prepare for and complete the case studies within the envisaged time-scales, this was highlighted in the external evaluator’s report at project meetings and partners were able to agree and take appropriate action.

Secondly, when the internal evaluators expressed some concerns about the quality of consultation between partners during preparation for the first training course, this was clearly signalled to the project co-ordinator and of the other partners and it was agreed to address these issues in project management meetings to take place alongside the first pilot delivery of the course and to reflect the outcomes of those discussions in the process of producing the second pilot delivery.

Dissemination, Exploitation and Sustainability. Our dissemination and exploitation plan incorporates the 5 strategic levels recommended for EU education and culture programmes.

Thus, during the life of the project our objective is to raise awareness of its findings and outcomes amongst members of our target groups (defined above) who may or may not be directly involved in its R+D programme, but who have key roles to play in its eventual exploitation. We adopt the full recommended dissemination toolkit, beginning with project leaflets to raise initial awareness of the project within our extensive immediate and associated communities of practice and developing a range of other documentary materials to promote the project’s findings and products as they develop. We have found, however, that the key to effective dissemination is an attractive, up to date and easily navigable project website. This is signposted from printed material and electronic sources such as Facebook and blogs linked by each partner to target groups in their local and regional networks and cascaded outwards to members of their networks.

Development and maintenance of the project website was allocated with appropriate resource to two expert partners. This includes the specialised, professional production of accessible and attractive DVD case study presentations.

We are also disseminating project findings through the products identified in the sections above:
  a. an international conference towards the end of the project;
  b. supporting partners’ collaborative production and publication of a range of articles and briefing notes in the project and partner languages;
  c. and a sustainable and self-financing training course and course handbook.
The project website provides the basis for dissemination of the project's findings after its lifetime and fuses with our exploitation strategy. At its core are the CLIL course and handbook, and a cumulative series of resource packs for the local implementation of CLIL. Its potential for exploitation has been enhanced by its development in response to direct user needs and controls and its interaction with project-based blog-sites (see “sustainability” below).

The website also provides a disseminating hub for sustainable exploitation of the Project's research and development activity through an EU-fundable 6-day residential training course for members of our target groups in all European countries. The website and training course will feed off each other as core elements in our project’s “virtuous cycle” of dissemination and exploitation.

In line again with the EU five stage strategy our target groups for dissemination and exploitation have included key local policy makers and they have been involved at all stages of the project including our prior needs analysis within local educational networks. Core findings and outputs will eventually be translated into all partner languages to facilitate valorisation.

The website’s maintenance, funding and sustainable up-dating is ensured by the willingness of one of the partners to assume this responsibility after the project’s lifetime as part of its own mainstream educational advisory service. This is further reinforced by the expertise in the “blogosphere” which another of our partners brings to the dissemination and exploitation of the project after its lifetime.

In broader terms, sustainability is based on the delivery and ongoing adaptability of outputs and products to practically grounded user needs and practitioner-led pedagogical strategies at all stages of its development. In other words, the key to sustainability is a product which its users genuinely want and which remains responsive and adaptable to their needs.

We fully recognise, however, that a “bottom-up” practitioner-led strategy for sustainability must be complemented by the “official” mainstreaming and multiplication of the project's approaches, systems and products by regional and national policymakers across the European area. Hence the embedding of engagement with local policymakers from before the outset of the project as a basis for demonstrating the project's efficiency, effectiveness and enhancement of language acquisition as a springboard for sustainable impact upon national and European policy communities.
3. Project Outcomes & Results

The project’s overall objectives in researching and developing innovative training and resources for implementing CLIL in different European socio-linguistic contexts has been pursued through the delivery of key findings and products on schedule and of the appropriate quality. This has been achieved so far for each one our major core findings and products: the state of the art reviews; the partners’ case studies; the CORE training course and handbook; the resources packs and the project websites through which the project and its work have been managed and disseminated. The professionally produced DVD presentations have been finished ahead of schedule, in advance of their incorporation within the May delivery of the CORE course.

The first 3 in a series of 6 envisaged project meetings have been hosted by partners in the Balearic Islands (Palma de Mallorca, November 2011), Norway (Karmoy, May 2012 and Greece (Larissa, October 2013).

In terms of process, these meetings established and consolidated excellent patterns of working individually and collaboratively towards goals and targets agreed at each meeting for the following meeting, and monitoring, evaluating and discussing progress and process between meetings. They also provided partners with opportunities to observe CLIL practice in the local educational networks of each host institution; experience the latter’s characteristic educational structures and broader culture; and discuss with students and local members of target groups the practicalities of implementing CLIL in relation to their specific educational and socio-linguistic contexts and needs.

**Major planned achievements from the first meeting were:**

The setting up of both a project management website for the restricted use of partners and a publicly accessible website - www.coreproject.no - for dissemination of the project’s work and the ongoing involvement of target groups and stakeholders with its development.

Agreement on guidelines and a template for the State of the Art Reviews to be undertaken by each partner in their own local CLIL networks after the first meeting, and how these might be used as a focus for each partner’s subsequent case-studies of CLIL implementation in relation to their own needs and contexts;

Preliminary consideration of how best to use and plan for the professional filming of case-studies within tight deadlines and the allocated budgets.

**Major planned achievements from the end of the first meeting to the end of the second were:**

Each partner’s preparation of their State of the Art Reports in association with their own local target groups and discussions locally and with partners of how their own case-studies might be organised in relation to the conclusions drawn collaboratively from them;

The production of a synoptic overview of these reports, now located on the project websites within the early versions of the projects Strategic Implementation Packs as...
a basis for ongoing revision and eventual publication in the academic and professional literature of each partner country;

Agreement amongst the partners on the overall focus and structure of each case-study, and on which ones would be filmed, where, when and how.

Agreement that the lead partner for the development and delivery of the project’s training course and CLIL handbook would initiate and co-ordinate more structured discussions within the partnership on their possible structure and content in relation to the state of the art reports and the ongoing case-studies.

**Major planned achievements from the end of the second meeting to the end of the third were:**

Revision and extension of the State of the Art reports and the synoptic overview located within the Strategic Implementation Pack on the public website

Initial stages in the planning and development of each partner’s case-study within their own local networks and with members of target groups and stakeholders.

Reception of a detailed, critical review by the external evaluator of progress made up to the 3rd meeting and a discussion of its implications for the project’s next steps and action planning. This review had necessarily focussed on the earlier phases of the project’s work and was critical in the sense of evaluating both its strengths and weaknesses. It was a predominantly favourable report allowing constructive discussion, response and forward planning. Its main conclusions were that:

a. In terms of process, the project had established and consolidated high and effective standards of partnership working and produced benefits for the partners themselves through increased and wider European insight into each other’s experience of CLIL implementation.

b. In terms of content, progress towards delivery of concrete products was broadly according to schedule. The quality of the State of the Art reports in particular had been very high. It was noted that the intervention of school vacations between the 2nd and 3rd meeting seemed to have introduced significant variation in the planning and development of the case-studies, but that partners had recognised this and were taking steps to even out progress.

**Major planned achievements from the end of the second meeting to date (i.e April 30th, the end of this reporting period).**

A major focus of the partners’ collaborative work in this period has been the development and delivery of three of the project’s major, inter-related products;

The CORE training course, its associated handbook and the DVD presentations of localised CLIL implementation.

Each of the partners’ case studies fed directly into these particular products and we feel that their delivery on schedule has been a significant achievement. They have all been produced in advance of the first pilot running of the 6-day residential training course in Lithuania from May 5th to May 12th 2013. All are very substantial products (the handbook itself runs to 64 pages) and all are accessible through the project website.
Arrangements for hosting promoting, advertising and recruiting to the course and accommodating and transporting the delegates and hosting the course were undertaken largely by the host partner.

The structure and detailed contents of the course can be seen from the handbook, which has been downloaded to the project website. One particularly distinctive feature, characteristic of its collaborative nature, is the attention given to presenting and discussing each of the partner’s case studies as guidelines for the local implementation of CLIL.

The project website currently hosts two types of material:

ABOUT CORE summarises the project’s aims and objectives, lists the partners and contains the minutes of the first three project meetings with attachments.

RESOURCES are subdivided into the following sub-sections:

a. Films hosts five DVD presentations of CLIL implementation in specific socio-linguistic contexts in Italy, Spain and Norway. Large parts of Northern Italy are officially or de facto bi-lingual in German and Italian. In the Balearic Islands, Spanish and Catalan are official languages. English and German are the languages of large communities of foreign residents and both are taught as foreign languages. In Norway, there are native language variations between “old” and “new” Norwegian and Sami, but there has been significant use of English as a medium of instruction.

b. Articles hosts a dozen or so key articles on CLIL pedagogy by leaders in the field.

c. Presentations

d. Sitography picks up the emphasis played by blogs and other practitioner-based websites in the CORE dissemination strategy.

e. Bibliography

f. Further Resource Packs presents a range of further resources to support the local implementation of CLIL.

CLIL lesson about drama in English (from one of the five CORE DVDs)
4. Partnerships

European surveys of the field show general agreement on CLIL’s overall principles. However, they also show that effective trans-European implementation and dissemination of CLIL depends upon the identification, analysis and dissemination of best practice on the ground in relation to the considerable variety of educational needs and systems, and their cultural and socio-linguistic contexts across the European region.

CLIL perspectives and strategy have typically been developed by “higher-level” educationalists providing policy and guidelines for foreign language teaching, especially for the teaching of English as a second language. Empirical explorations of what works, where and why in different European contexts, are still rare. Our project seeks to do this, recognising that it cannot be done without further “ground-level” trans-European study. Our practitioner-based, multi-country partnership adds value to the field through precisely this sort of project.

Section 1 above (under “value-added”) identifies four key questions which the project aims to address and which could not be addressed except through a trans-European multi-country partnership. Only this can explore adequately the context-specific problems encountered and the solutions developed for them, in a variety of contexts typical of European diversity as a whole. In this way it is possible to provide a comparative and practical re-assessment of CORE principles and tools for implementing CLIL in all European contexts.

Through this trans-European exploration and development of typical, context-specific problems and solutions, our project aims to provide analytical frameworks and tools for the management of CLIL innovation across Europe. Its findings and products will be transferable to and accessible in all European countries for application to foreign language teaching in both primary and secondary schools.

There will also be trans-sectoral benefits and transferability through their availability and accessibility for youth and adult continuing education and for initial and in-service teacher training at tertiary level. In all of these cases, knowledge and experience of adapting CLIL to specific socio-linguistic situations will be made available for transfer and application within all European regions and countries.

The need for trans-European exploration underpins the composition of our partnership. As noted in the summary above, our partners come from 8 educational institutions in contrasting socio-linguistic regions of 5 European countries: Greece, Italy, Lithuania, Norway and Spain. We encompass a university, primary and secondary schools, and educational advisory centres established by national and regional authorities.

This spread of specialist expertise and socio-linguistic diversity allows us to address key issues such as comparisons between primary and secondary schools and transitions between them; the impact and implications of bi-lingual social contexts; CLIL in different subject areas. It enhances the wider European transferability and
benefits of our project, as does making our outputs available in each partner language as well as English, a widespread 2nd language in the European CLIL community.

Through the project meetings, the experience of working together in a European partnership has provided significant numbers of colleagues from each partner country and region with opportunities to observe CLIL practice directly in the local educational networks of each host institution. They have experienced, in situ, the characteristic educational and socio-linguistic milieu of all the other partners and are able to discuss with students and local members of target groups the practicalities of implementing CLIL in relation to their specific contexts and needs.

As key agents in the local implementation of CLIL, our partners have been able to share this experience with colleagues in their own educational networks. To date, the sharing of this trans-European experience within the partnership, and with colleagues and institutions within each partner’s local and regional networks, has been particularly marked in five main areas:

1. Collaborative review, discussion and analysis of each partner’s state of the art review of local CLIL implementation

2. Within their own institutions and local networks, disseminating observations and direct experience of what seems to be best practice in the adaptation of CLIL in other countries and regions

3. Agreeing within the partnership the overall focus of each case-study as part of a trans-European programme of explicitly comparative R+D, and feeding this experience into their own colleagues’ planning and development of their own case studies

4. Similarly, for all partners, agreement on the trans-European focus of the case-studies to be filmed and, for the partners directly involved, experience of working with professionals in educational film-making

5. Working with the other partners to locate their experience and case-studies of local CLIL implementation within the explicitly comparative, Europe-wide perspectives of the CORE training course and handbook

CORE project group
5. Plans for the Future

Progress report. Plans for the future

The project’s first major public event is planned to take place from May 5th to 12th. The partners will deliver the first pilot version of the CORE training course in Lithuania. It will be attended by up to 20 delegates from our target groups across Europe. They will work with each other and at least one representative of each partner in a 6-day project symposium. Discussions will focus on the partners’ and delegates’ own CLIL practice and experience, facilitated by experienced teacher trainers from universities in Norway, Spain and Italy. In April 2013 a wiki site was opened for partners and delegates to facilitate communication on arrangements for the course, and the hosting and discussion of course materials.

The CORE course draws substantially upon the partner’s individual and collaborative programme of research and development in the preceding period. This is one of the reasons for referring readers to a copy of the course programme and handbook, and including it within the scope of this current report. The reactions to the course of partners and course delegates will be reviewed by the partners responsible for internal evaluation and, independently, by one of the project’s external evaluators. These course reviews will be a major element in revising the course and handbook between May 2013 and the 2nd pilot delivery planned for May 2014.

The state of the art reports and the partner’s case studies in their own localities have been the core of the project’s research and development programme so far. To date they have served mainly as means to an end:

- the enhancement and production of the course,
- the handbook and
- the “Best Practice” DVDs in advance of the Core Course, delivery mentioned above. In the next phase of the project’s work they will be treated more as products in their own right. The lead partner for Research and Development, the University of Cordoba, will co-ordinate the work of all partners on:

(i) Editing and, where appropriate, revising each partner’s state of the art report

(ii) Producing an overall synoptic summary of these reports for translation by each partner into a CORE article for publication in their own country

(iii) Documentation of each case study in relation to the state of art reports and the project’s key questions: what works, where, and why?

Again, it is envisioned that an overall, synoptic summary paper will be produced as the basis for translation and publication in each partner country, modified as appropriate. This paper, and the partners own case-study reports, will be produced between May and October 2013 around the pro-forma for case study guidelines drafted and circulated by the lead partner.
The bulk of this writing-up activity, directed towards academic and professional publications, is planned to be undertaken during the summer/autumn of 2013 and updated during the summer of 2014, with progress reported to subsequent project management meetings in each year and appropriate actions initiated at them. During the same period, which encompasses the remaining life-span of the project, the lead partner for dissemination will liaise with the project coordinators to ensure that all documentation produced by the partners themselves is uploaded to the project management website for collaborative discussion and approval before being downloaded to the publicly accessible CORE website. The same partners will also ensure the integration of these documents with resources for CLIL implementation produced by non-partners before and during the project’s lifetime. They will ensure and the overall coherence of materials from partners and non-partners as successive stages in the development of its Strategic Implementation Packs. Currently, these are not labeled as such in the CORE Project but simply as resources and documents folders.

In October 2013, our Italian partners will host a project management meeting combined with visits to institutions and members of our target groups in (a) the region of Bolzano where both Italian and German are official languages and (b) the neighbouring region of Trentino where there are significant members of both language communities, but where Italian is the majority and only official language.

At that meeting partners will begin to plan and prepare for the 2nd pilot delivery of the CORE training course and the CORE European Conference. It has now been agreed that it would make sound logistic and pedagogical sense to hold both of these events simultaneously. The Conference will constitute the final two days of the 6-day residential course, so allowing course delegates and conference members to interact and learn from each other, as well as the partners. Our Mallorcan partners have agreed to host and organize both the course and the conference in October 2014.

In the spring of 2014 there will be a project meeting at the University of Cordoba to review progress and plan subsequent actions to ensure that all products and outcomes will be in place as originally envisioned in advance of the October Conference and Training Course. Discussion will be supported by ongoing external and internal evaluation with a particular focus on these events, the preparation of key documents, articles and presentations on the state of the art reviews and project’s case studies.

As noted above, the Core Course and the European Conference are seen as key elements in the project’s strategy for dissemination and exploitation of its work. More generally, a significant proportion of our work between now and the end of the project’s lifetime will be concerned with the planning and implementation of this valorisation plan. The findings, products and outcomes mentioned above and in earlier sections of this report will be located on the CORE website as they pass through each successive stage in their development. They will form the major components of both the Course, the Handbook and the Conference. The lead partner for dissemination will oversee the accessibility and publicizing of the website in each partner’s networks and internationally through the blogosphere and other more traditional methods.
6. Contribution to EU policies

The project addresses the following specific priorities and objectives of the EU’s Lifelong Learning Programme (Comenius) for enhancing the quality and effectiveness of teaching and learning in schools across Europe. Thus, we aim to enhance practices and systems across the European area under the following headings

School development, leadership and links with the world of work

We develop:

(a) School leadership skills in the management of CLIL innovation;

(b) More general and transferable management of innovation skills for head teachers at primary and secondary levels, heads of modern language departments and other related school leaders:

(c) The collaborative skills of subject and content teachers working with each other and with parents and local employers on CLIL implementation in local educational partnerships

Development of approaches to Teaching and Learning

We explore the management of innovation and AfL as key competences for school leaders. We use their collaborative experience of CLIL implementation to develop, test and implement an innovative practitioner-led range of training and support mechanisms in these key competences. These mechanisms are simultaneously being tested and developed as innovative trans-European and cross-cultural approaches for the high proportions of teachers engaged in CLIL who are new to subject teaching, language teaching or both

Reducing early school leaving, improving the learning of students with migrant background....

School students with migrant backgrounds, prone to early leaving exacerbated by having to study mainstream subject areas in a 2nd language, are a significant group of the project’s ultimate beneficiaries and case-studies for CLIL implementation. We aim to reduce their early leaving through using our CLIL innovations to enhance their learning of subject content, their proficiency in the 2nd language and resultant increase in their own and their families’ integration into local communities.

More generally, we aim to contribute to the develop of learner’s competence in languages other than their mother tongue as an essential mechanism in the promotions and implementation of linguistic diversity and cross-national integration and communication within the European area