ANNEX 2 – GRID FOR T 1.2

CITIZED – T 1.2

REPORTING GRID FOR THE CASE STUDY

(6-8 pages)

Section 1: PARTNER INFORMATION

Name of the partner	Association *Land der Menschen in Upper Austria*
Contact person	Catherine Carré-Karlinger
Researcher(s)	Catherine Carré-Karlinger

Methodology used to conduct the research (please explain how you conducted the research, whether you used qualitative and/or quantitative research; primary and/or secondary sources)	**Qualitative approach:**
	Interviews with voXmi stakeholders and actors in different positions via Zoom
	
	   o **Susana Landgrebe**: current national project manager of the voXmi network since 2017, head of voXmi national team at the Institute for Further Qualifications and Educational Cooperation, University of Teacher Education in Vienna; teacher of Italian and German at BRG/WRG Feldgasse (federal high school/economic high school), in Vienna; voXmi coordinator at her proper school location.
	   o **Ursula Mauric**, involved in the voXmi school network since 2012, currently voXmi coordinator for the federal state of Vienna and member of voXmi national team at the Institute for Further Qualifications and Educational Cooperation, University of Teacher Education in Vienna; research and teaching on global aspects of the teaching profession (migration, multilingualism, global citizenship education); initial and further teacher training; is currently writing a PhD on global citizenship in teacher education.
	   o **Martina Huber-Kriegler**: strategic team member of the voXmi network since 2012 and former federal supervisor until 2015; coordinator for federal state of Styria since 2020 and responsible for voXmi schools in secondary education; staff member of the National Center of Competence NCoC BIMM (*Education in the context of Migration and Multilingualism*), teacher trainer at the *Institute for Diversity and International Affairs* of the University of Teacher Education in Styria, coordinator of the study programme *Language Education and Diversity.*
	   o **Katharina Lanzmaier-Ugr**i: strategic team member of the voXmi network from the start (2009) and responsible for voXmi primary schools in Styria; teacher trainer at the Institute for Diversity and International Affairs of the University of Teacher Education in Styria, initial and further teacher training for German as a second

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language and multilingualism; originally special education teacher.

- o **Günter Weinzettl**, headmaster of the primary school *Neudau* (Styria) http://vs-neudau.at/Kategorie/unsere-schule/ , a voXmi school
- o **Birgit Simschitz**, German and English teacher at the *Abendgymnasium* in Graz (educational institution for catching up on schooling and preparing for the baccalaureate in evening classes) www.abendgymnasium-graz.at, a voXmi school; lecturer for German as a foreign and second language at the University of Graz, president of the association *Deutsch in Graz* (educational institution for German as a foreign and second language).
- o **Erika Tiefenbacher**, headmaster of the secondary school (college for lower socondary) *Schopenhauerstraße* in Vienna, http://www.schop79.at/, a voXmi school; was previously a long-time staff member from BAOBAB (non-profit association promoting global education in Austria and offering educational materials on global issues and life in plural societies for school and out-of-school education as well as elementary education and adult education).

Desk research:

- o Website *voXmi - Voneinander und miteinander Sprachen lernen und erleben*: https://www.voxmi.at
- o Websites voXmi schools (see above)
- o Website *PH Wien* (University of Teacher Education in Vienna): https://www.phwien.ac.at/250-institut-fuer-weiterfuehrende-qualifikationen-und-bildungskooperationen/iwq-unterordner-projekte/1186-schulnetzwerk-voxmi
- o Website *schule.mehrsprachig*, BMBWF (Austrian Ministry of Education) https://www.schule-mehrsprachig.at/artikel/voxmi
- o Website *NCoC BIMM (*National Center of Competence for *Education in the context of Migration and Multilingualism*) https://bimm.at
- o Masterthesis *Das Sprachennetzwerk voXmi – Mehrsprachigkeit als Thema der Schulentwicklung am Beispiel zweier steirischer Volksschulen* (The voXmi language network - Multilingualism as a topic of school development - example of two Styrian primary schools -VS Neudau and VS Seegraben), Katharina Lanzmaier-Ugri, Graz, 2017

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Section 2: CASE STUDY

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Name/Title of the initiative

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School network *voXmi - Voneinander und miteinander Sprachen lernen und erleben* (Learning and experiencing languages from and with each other)

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Level of implementation *(more than one field may be indicated)*	☐ International ☒ National ☒ Regional ☒ Local ☐ NGO(s)' initiative ☒ Bottom-up ☒ Other *(please specify):* educational institutions (schools)
Country/organisation in which the initative is/was implemented	Austria
Region, city, or area of implementation *(if relevant)*	The initiative started 2009 in the federal states of Styria and Vienna, expanded 2020 to Salzburg and is still developing further. The goal is to spread the school network throughout the whole country.
Local institution/organisation or other relevant settings	The network is coordinated by three university colleges of teacher education: *PH Wien, PH Steiermark, PH Salzburg* Several schools are already part of the voXmi network in other Austrian federal states.
KEY WORDS *(please identify some key words that identify the policies' topic area)*	whole school approach – equity in education - culture of peace - social cohesion – multilingual societies - valuing and integrating all languages – inclusion – identities - against racism and linguicism - Human Rights – global citizenship education – sense of belonging – responsibility for society – engagement – democracy - digital media
Scope of the initiative	☐ Teachers' training initiative ☐ Initiative generically directed to students and citizens which include tools for teachers ☐ Curricula-related initiative ☒ WSA- related initiative ☐ Partnerships: 3 universities of teacher education in Austria (Graz, Vienna, Salzburg); International network *Language Friendly Schools*

	☒ Other *(please specify):* various school-specific local cooperation (depending on projects, school forms, etc.) **Short description** *"voXmi is an Austrian school network that has existed since 2009 and has been expanding ever since. Currently, 50 schools throughout Austria are active members. Primary schools, secondary schools and vocational schools are united by the goal of strengthening the plurilingualism of their pupils through a whole school approach. The acronym voXmi means „Learning and Experiencing Languages from and with Each Other". One of the main foci is to use digital media consciously and constructively for this purpose. The motivation for founding the network was to contribute to a culture of peace and social cohesion among society by valuing and integrating all languages that children bring to school in a multilingual society. voXmi schools actively counter all forms of exclusion, racism and linguicism and make human rights an issue."* (see https://www.voxmi.at/voxmi/english/)
Which needs/problems does this initiative address(ed)?	**Needs and objectives:** voXmi is based on peace education goals and addresses the controversial socio-political issue of linguistic and cultural diversity: first and foremost, voXmi aims at creating visibility for resources hold in multilingualism and at strengthening social cohesion in plural societies. Everyday multilingualism is one main feature of complex social structures in migration societies. In the school context, it becomes a selection criterion and is subject to a documented severe institutional discrimination which in turn is a crucial issue for school success. The voXmi network tries above all to protect all children/learners against linguistic, ethnic and cultural prejudices, to support them in their self-esteem, in the construction of their identity as global citizens and in their educational careers, and to promote a positive culture of living together. Through joint action within the network, all children, parents and teachers should benefit out of it. Global goals are intertwined with the voXmi concept which aims at defining common objectives for a better coexistence in multicultural societies and making them tangible through education. Language hierarchies tend to reproduce social power hierarchies (cf. Bourdieu), especially in school contexts. Therefore, they are a concern for political/citizenship education too. By valuing and recognizing every single language of learners and giving them a place in school, voXmi advocates for educational equity and inclusive education. It seeks to empower multilingual students and promote their social integration: "You can only take responsibility for a society if you feel accepted by it yourself". Furthermore, every language carries within itself a certain knowledge of the world. Thus, multilingualism promotes the emergence of multiple approaches and contributes to conflict resolution in social life.

	Mobility and migration are important features of our global society: who can tell whether a child educated in Austria will stay his/her whole life there? voXmi works to stimulate reflection on beliefs and attitudes towards belonging, borders, languages and cultures and facilitate constructive approaches to a pluralistic society.
Description of the initiative *(please provide a full description of the initiative by addressing issues such as: implementing actors, targeted actors, period of implementation, funds, objectives of the initiative)*	voXmi's **relevant foundations** are: - The teaching principles and educational concerns of the Austrian Ministry of Education: decrees for intercultural education, civic education - also in a global dimension, language education in the context of multilingualism with focus on the academic language; - The Charter for Human Rights Education, the general Human Rights Convention, UN Convention on the Rights of the Child; - The SDGs 2030 (4.7: inclusive and quality education); - The transversal educational goals for peace education, political education, citizenship education, global citizenship education (determined by the Ministry of Education): voXmi addresses crucial social issues and invites schools to explore solution-oriented strategies from different perspectives based on various approaches; - Teaching principles for qualitative language education in multilingual societies. **voXmi's principles** Schools that join the network have cultivated an appreciative approach to multilingualism for years. Either they register themselves or are contacted by the regional voXmi coordinators and encouraged to make their motives for participation visible. voXmi binds the whole school (headmaster, staff, students, parents) and a voXmi local coordinator is designated in each school of the network. The school staff and the regional voXmi coordinators jointly consider to what extent relevant links to national and international reference documents can be identified and related to their proper school development processes. Hereby 4 voXmi main goals have been formulated to guide schools by taking appropriate measures and setting meaningful activities (these goals are currently being revised): - voXmi - schools recognize the equal value of all languages, perceive them as a treasure. - voXmi - schools provide a wide range of opportunities to learn languages from and with each other. - voXmi - schools implement language-aware / language-sensitive teaching in all subjects. - voXmi - schools use digital media for learning and expanding linguistic competencies, and for networking across (linguistic) borders. **voXmi's actors:** Main actors are schools, implementing and targeted actors at the same time. In order to support learners in the way described above, development processes within the school are necessary and these in turn

lead to the professional and personal development of the whole school team, parents included.

The network is coordinated by three university colleges of teacher education and offers schools the opportunity for a regular exchange on good practice. Among other things, schools work together with the responsible coordinators at the university on the clarification of own concepts related to voXmi.

Working together:

Within the framework of voXmi, schools set actions and take initiatives that are important to the staff and the learners, from practical measures like schoolroom design up to global issues (in lessons, projects, specific actions, meetings, cooperation...).

voXmi regional group meetings are held once a semester and provide an opportunity for exchange among schools. Together, concepts around multilingualism are further developed and annual themes for school development are formulated: working with parents, digital education, children's rights, SDGs, ...

A larger national conference is held once a year with the purpose of creating visibility for the topic and the achievements of voXmi schools, making experiences accessible to others and gaining valuable impulses for practice through the participation of recognised experts.

After 3 years a school can receive a voXmi certification. When the school staff decides to apply for it, it compiles everything done in terms of voXmi and prepare a presentation. The responsible coordinators visit the school and conduct interviews. The procedure ends with a celebration event.

Financial support from the Ministry of Education:

- for staff: voXmi coordinators at 3 universities of teacher education (4 in Vienna, 2 in Graz 1 in Salzburg).
- for events: twice a year a regional meeting with presentations from experts for voXmi schools, e-lectures and once a year a national workshop for a broader audience.
- for punctual in-service training (SCHÜLFs), e.g. combined with voXmi certification.

Examples of school activities:

Language-sensitive teaching takes place in all school subjects at almost all voXmi schools, but beyond that, the range of activities offered at voXmi schools is extremely extensive and heterogeneous. It has to do with the fact that different types of schools are involved, and the age of the learners ranges from 6 years to adult age. The schools that are embarking on the voXmi path also bring different prerequisites and experiences at different levels with them.

To give an idea, just a few examples of activities are listed below:

Primary school VS Neudau:
- multilingualism of pupils made visible in the school building through posters and multilingual greetings,
- songbooks in many languages,
- workshops on scripts and alphabets from all over the world,

- language awareness activities (speaking, listening, reading, writing),
- cultivating the school climate: preventive attitude and efforts to avoid escalation of punctual religious or ethnic conflicts,
- cooperation with parents: *MUT-Team* at school (interpreting and translation services for compulsory schools in the province of Styria),
- parents' association with multilingual parents,
- interviews in the neighbourhood by the children,
- cooperation at the interface between kindergarten and school (linguistic and cultural dimension),
- cooperation with the municipality, which has also elected citizens with a migration background to the municipal council,
- …

Furthermore, all teachers at the school have completed additional training for German as a Second Language at the University of Teacher Education.

College Schopenhauerstraße, Vienna:
- voXmi goals integrated into the school's mission statement: identity, interculturality, integration (keywords)
- numerous activities for the visibility of multilingualism and cultural diversity in the school building
- restructuring of the daily teaching organisation: small teams of 3 teachers with groups of 12 pupils max.
- cooperation with teachers of heritage languages: where possible the pupils learn bilingually.
- in the 8th grade, 30 to 40 hours of social engagement are compulsory: pupils sign a real contract.
- activities with neighbouring schools (one kindergarden and one high school): joint gardening, biographical writing, ...
- pupils' parliament at school
- e-coaches: pupils with special digital skills support teachers and pupils
- …

Abendgymnasium, Graz (adult education - age 17 until 75!):
More than 35 languages at school!
- activities for strengthening self-esteem and self-confidence,
- biographical dimension integrated in learning objectives: the aim is not to make the learners "others", but to help them develop their own abilities,
- social issues are part of the learning content,
- learning groups (cooperation and solidarity),
- self-written and performed musical,
- modularised school programme: it is possible to complete the baccalaureate earlier,
- recognition of certificates brought in from abroad.
- for refugee classes: cooperation with ISOP and DANAIDA, 2 associations dealing with literacy in Graz,
- multilingual library with reading for the class.

Evaluation and impact *(Please specify what impact this initiative could have and cite any relevant impact reports if available)*	What do schools get from voXmi? The request to join the network comes from schools which are already working on specific voXmi topics. Their main benefit lies in the sharing and interacting with other schools and colleagues, the collection of good practices, the regular feedbacks, the appreciative working atmosphere, the teamwork, the training opportunities for professionalisation, and last but not least the success achieved in accompanying and supporting their students. Through voXmi, a sense of normality is created with regard to multilingualism and cultural diversity. This enables a different view of society and opens up new perspectives for peaceful and appreciative living together. A monitoring takes place once a year, only in form of a coordinators' visit to the respective schools - currently via Zoom (pandemic). There are not enough human resources available. Some field studies can be mentioned: several bachelor's theses and one master's thesis at the University of Vienna and 2 master's thesis at the University of Graz have been written on voXmi. Due to the formal qualifications required at pedagogical universities for the supervision of such academic work, it has become more difficult since 2013 to promote such studies among students (lack of university professors involved in voXmi). It is remarkable that the external impact has recently increased significantly - both via social media (Facebook, Instagram, Youtube channel - homepage) and via the individual schools. This can be regarded as a positive effect of the pandemic. The students themselves occasionally participate in dissemination work, which is mainly done by the coordinators, however they are of course already very active in many projects at their own school.
Longitudinal dimension of the initiative *(please specify whether the initiative evolved throughout its implementation)*	voXmi was created in 2009, originally on the initiative of 2 committed high school teachers from Graz, who asked the Ministry of Education for support. Their concern was to find solutions to the difficult social problems caused by negative attitude towards multilingualism and cultural diversity at their own high schools. They suggested a pedagogical approach combining two educational foci: digital literacy (high prestige) and multilingualism (low prestige) and have been supported with some additional value units (teaching hours). By 2012, the network had slowly expanded. Interested schools as well as the university of teacher education in Graz and in Vienna have got additional hours for a voXmi coordinator. A strategic team was formed and, in consultation with the Ministry, was able to further develop the network. 2013: voXmi was awarded the European Language Label 2013 – 2017: voXmi has become part of the NCoC BIMM. Unfortunately the placement of a bottom-up network in a top-down structure has

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<td>created conflicts of interest due to contradictory approaches (related to decision-making processes: see Critical aspects).

2017: voXmi strategic team has moved to the university of teacher education and from this date on has got a direct contact with schools, without any directives and quality requirements on the part of the Ministry of Education as binding specifications.

2020: the voXmi network engaged in an international cooperation with the network Language Friendly Schools (RUTU Foundation): https://languagefriendlyschool.org</td>
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<td>Dialectical dimension of the initiative
(please specify any relevant debates concerning the initiative: public opinion's reaction, debates in Parliament; reactions of local communities; etc…)</td>
<td>Not only individual teachers, but whole schools are on board in the voXmi network: it is a dynamic process and of course persuasion is necessary with some colleagues from the teacher staff. Joint action can change beliefs and attitudes: this is an important goal of voXmi.

For the federal coordinators this means that different approaches are necessary in the cooperation with headmasters: school board, school form and size, location, qualifications of teacher staff, composition of parents' and pupils' population are all variable parameters to be taken into consideration. Networking needs regular contact and dialogue. Teachers have expectations towards themselves and voXmi can also help them to make a career: in order to ensure the visibility of their concerns, some of them become lecturers at the university of teacher education, practice supervisors for students or take part in international projects.

voXmi schools place a special emphasis on taking social dimensions into account both in dealing with each other and in acquiring relevant knowledge for life. Therefore, Global Citizenship Education has been playing a significant role already for a few years in these schools. Some of the voXmi schools are also UNESCO schools (https://aspnet.unesco.org/en-us); some of them - like the secondary school Schopenauerstraße in Vienna – have integrated some teachers from the leadership programme Teach for Austria (https://www.teachforaustria.at/wp-content/uploads/2020/10/Factsheet_TFA_10_2020.pdf) , a non-profit foundation affiliated to Teach for All (https://teachforall.org) into their team.

Supported by research focusing on Global Citizenship Education at the university colleges of teacher education the voXmi schools benefit from the achieved results on global issues and in turn provide the research with a valuable practical field for action research and for the observation of good practice by initial teacher training students - A win-win situation. The direct connection between voXmi and Global Citizenship Education is vividly illustrated by following video on the voXmi YouTube channel: https://www.youtube.com/watch?v=DcYaOi6TJFY</td>
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	Currently ***voXmi global*** has been nominated by the Austrian Ministry of Education (BMBWF), Science and Research and the Austrian Development Agency (ADA) within GENE Global Education Award 2020/2021 for Quality and good practice in Global Education across Europe (https://www.gene.eu): This award is a real support for the network, an incentive to sharpen this common concern and to deepen the idea of "voXmi global". In preparation for the presentation of the network, a joint text on democratic processes was drafted with feedback from the schools on the content.
Critical aspects in the implementation of the initiative *(if any, please specify how the critical aspects were detected)*	The **bottom-up principle** of voXmi has sometimes been viewed controversially from an external perspective. By integrating the voXmi network into the NCoC BIMM in 2013, the Ministry of Education, had in fact taken a top-down measure and defined quality criteria as guidelines, which were taken up as requirements by the schools. This created an additional pressure on these schools which, in many cases, turned out to be counter-productive and somewhat reduced the motivation for participating in the network. Schools do need a framework, but also a certain autonomy and freedom for acting. The learning process for schools is greater if they do not have to constantly deliver/achieve something specific. Due to the benchmarks and requirements of the Ministry, some schools with a high percentage of so-called migrant students felt being more stigmatised as "schools at risk" than valued as voXmi schools. The bottom-up principle carries within itself a democratic character based on self-determination and self-responsibility. This also means few guidelines from the outside, a core concern in the voXmi network. Regarding the **expansion of the network**, a particular challenge lies in the structural separation between colleges (age 10-14) and high schools, in which multilingualism is considered an obstacle and few students with migration background are granted admission. Institutional racism, discrimination as well as exclusion mechanisms due to multilingualism are documented in education. Many schools recognise that it is a crucial issue to be addressed but do not want to include it in their mission statement for fear of being stigmatised themselves. On the other hand, by also posing these challenges in a social perspective, the voXmi network meetings can strengthen the backs of schools, which no longer feel left alone with this challenge. For teachers, this is also a great relief, as they are often held responsible for the failure of their students. For the time being, the federal educational boards are little involved in voXmi - only occasionally. However, it would be worthwhile if they could better support the dissemination of the voXmi principles in their "Land" and sphere of influence. With regard to the structural anchoring of internal school training on voXmi topics, there are still too few experts who can accompany schools

	in this area. School development facilitators deliberately do not work thematically, but only frame school development processes. It would be meaningful to build teams together with a professional expert for this purpose. Currently, the only way to **measure success** is the certification of voXmi schools which is requested by the school itself. As soon as it feels ready, the school is contacted by a voXmi commission (national and federal coordinators). In the voXmi network, there is still no systematic monitoring of measures taken, no documentation of progress and no evaluation. The impact on students, teachers and parents is mostly assessed subjectively. The connection to the university of teacher education could play an important role here and support research-based schooling. However, selective field monitoring takes place on the basis of the voXmi goals and can be documented, among other things, via short school reports on the voXmi homepage: ideas for good practice, projects, etc. This opportunity is unfortunately not really used by the schools: they are not really good at presenting their work themselves and still need to develop an eye for what other schools might need. In Vienna, the voXmi coordinators approach the schools and support them in disseminating successful projects.

Upscaling potential
(please explain whether the initiative has the potential to be reproduced on a bigger scale in the future)
	The voXmi network has great potential for growth:
	   ○ currently voXmi partners are anchored at 3 universities of teacher education: more institutions could join the network.
	   ○ the respective coordination teams can hardly manage the increase of voXmi schools with the current staff and would need more people. The national coordination team could also be enlarged.
	
	The main goal would be to win over all federal states for voXmi:
	Meetings with the universities of teacher education in Vorarlberg, Upper Austria and Carinthia are already planned. A cooperation with the educational board in Lower Austria is under discussion.
	voxmi could also become an issue for universities of teacher education - not only in the supervision of voXmi schools, but for themselves in questioning their engagement and the quality of their educational offers regarding these crucial social issues.
	
	In order to establish voXmi as a good practice, evidence is needed on the extent to which it is received by teachers and students and what benefits it brings them in a medium and long-term perspective: The hypotheses that it enables coping with experiences of discrimination and trauma, that it strengthens solidarity, participation, self-responsibility and improves school climate would have to be researched. The concept of "world citizenship" could also be a relevant topic.

Innovative elements in the initiative *(please list some of the initiative's elements that can be considered as innovative)*	o Digitisation associated with a specific issue: students and teachers use it for voXmi goals. At the annual e-Bazaar of the University of Education in Vienna, voXmi presents innovative materials like digital apps (e.g. language learning - flight and migration, …). Within the network e-lectures became a tradition long before the pandemic. o Peer learning local, national, international: *Language friendly school :* *"Working together in a network is an ongoing, democratic process of meeting each other at eye level, of discussing concepts and goals. voXmi has a wealth of experience in this and would like to share this experience beyond Austria's borders. We already have a first wonderful partner in the Language Friendly Schools, an initiative of the Rutu Foundation for Intercultural Multilingual Education. Learning from and with each other is the comprehensive motto of voXmi. The exchange on good practice in language friendly schools is always at the centre of discussion."* (https://www.voxmi.at/voxmi/english/) o Multi-perspectivity in dealing with global dimensions and citizenship education: learning, experiencing, exemplifying, changing in everyday school life. o Tackling of global issues in a networked way and addressing the concepts behind. o voXmi schools connect withuniversities of TE : they enrich teaching and research in teacher education with impulses from the own practice
Challenges addressed	See above
Any other relevant comments/details or information	voXmi underlines the importance of critical reflection on dominance in the context of democracy (using multilingualism as an example). Lesson learned: It could be helpful to compare different concepts of Citizenship Education and to explore the considerations and strategies existing outside the EU and beyond the global North. The different approaches should not be divided geographically: there is also a global North and South in Austria itself (dominance and power relations). Comment from the interviews concerning the Reference Framework of Competences for Democratic Culture: the statement on global citizenship could be articulated a bit more explicitely. The tool has been perceived as a reference by the voXmi network at the level of the coordinators, but the schools do not know the document yet (or not very well). There are already a number of reference frameworks

	with education-related competence grids, but so far, they have only been of limited help to school practice. The division into skills, attitude and knowledge seems to not really catch on and would in any case need well thought-out transfer strategies. Experiencing together, reflecting and discussing concepts however works. In teacher education, more time should be devoted to the discussion of underlying concepts.
References *(if available, list the references used to conduct the analysis)*	Please see "Methodology used to conduct the analysis"
OTHER DETAILS	
Contact person(s) *(if available)*	Ursula Mauric Ursula.Mauric@phwien.ac.at Susana Landgrebe Susana.Landgrebe@phwien.ac.at
Web link(s)	https://www.voxmi.at
Filled by *(name, institution and email)*	Catherine Carré-Karlinger, Land der Menschen in Upper Austria catherine.carre-karlinger@ph-ooe.at , cckarlinger@gmail.com
Challenges faced in analysing the initiative *(if any)*	Lack of overall monitoring and evaluation Broad network of schools with very different profiles and development strategies Uneven geographical distribution of voXmi schools