



voXmi and our society in a global world

An introduction to the concepts and objectives underlying the voXmi education network with regard to sub-goal 4.7 of the UN 2030 Agenda for Sustainable Development (July 2024, <https://www.voxmi.at/>)

voXmi is an Austrian educational network that has existed since 2008/09 and is constantly expanding. The network is currently coordinated by the four university colleges of teacher education in [Vienna](#), [Styria](#), [Salzburg](#) and [Vorarlberg](#) and offers kindergartens and schools the opportunity to regularly exchange information and develop good practice.

The acronym voXmi means “**learning and experiencing languages from and with each other**”. One particular focus is on the conscious and versatile use of digital media for this purpose. The motivation for founding the network was to contribute to a culture of peace and social cohesion in a society characterized by linguistic diversity and multilingualism through the appreciation and inclusion of all languages of children, families and educators / teachers. voXmi kindergartens and voXmi schools therefore actively counter all forms of exclusion, racism and linguisticism and make human rights a topic.

Over **60 schools** and **two kindergartens** throughout Austria are currently active members. Pre-school educational institutions, primary schools, secondary schools, general secondary schools and vocational schools are equally united by the goal of strengthening the multilingualism of all learners through a “whole institutional approach” and thus a holistic approach to development on site in all quality areas of educational work.

voXmi educational programs use an **interdisciplinary approach** to develop good practice on linguistic diversity and multilingualism from a variety of perspectives. Theories on individual language learning are taken into account as well as socio-political aspects. voXmi makes references to **Global Citizenship Education**, among other things, and has already dedicated a separate annual focus to the topic of *languages in the global world* in 2021/22. It is therefore fitting that some of the voXmi schools are also UNESCO schools. Aspects of dealing with linguistic diversity and multilingualism that are related to the sub-disciplines for sustainable development described in [SDG 4.7 of the 2030 Agenda](#) are addressed both in the [practical contributions of the voXmi community](#) and at the university colleges of teacher education¹. In 2021, voXmi received the certificate of [national recognition of the GENE Global Education Award](#) for quality education on Global Education.

¹ Examples : [voXmi und globale Bildungsziele](#) | [Auf den Spuren meiner verlorenen Sprache](#) | [Wieviele Sprachen braucht der Mensch?](#) | ...

Concepts relating to linguistic diversity and multilingualism are thus developed further together in the education network. An important measure for this is the definition of common annual themes that unite all voXmi institutions, regardless of the individual goals they have set themselves for voXmi. These are topics that are currently of particular concern to kindergartens and schools and where it therefore seems important to make a contribution through voXmi, to develop good practice and to exchange ideas. So while voXmi development projects set very specific goals at each location and are based on a self-evaluation using the voXmi checklist (see [voXmi quality framework](#) and guidelines for voXmi certification), everyone supports each other in working on the common annual themes to expand pedagogical perceptions of the interdisciplinary significance of voXmi. Diversity of perspectives and the special expertise of the individual institutions on voXmi are the key to enriching “learning from and with each other” on all sides.

voXmi annual themes at a glance
⇒ voXmi and inclusive education (2025 - 2026)
⇒ Comprehensive reading and listening (2023/2024)
⇒ A voice with language - voXmi's contribution to democratic education (2022/23)
⇒ Languages in a global world (2021/22)
⇒ Linguistic and digital literacy - a child's right? (2020/21)
⇒ Vocational orientation in the context of multilingualism (2019/2020)
⇒ Human rights education (annual topic 2018/19)
⇒ Multilingualism and digital media (annual topic 2017/18)
⇒ Flight and migration (2016/17)
⇒ Cooperation between schools and parents (2015/16)
⇒ Leadership and school development (2014/15)

Two videos on the voXmi YouTube channel show how voXmi can be combined with Global Citizenship Education:

⇒ Feeling accepted in a society with all that I am and all that makes me special is the basis for my sense of belonging and the foundation for taking responsibility for society myself. When we unite in our diversity, we are strong together and can strengthen each other.
⇒ Language is an important part of my identity, my history and the history of my family. In a migration society such as Austria, with its linguistic diversity, identities can no longer be reduced to national affiliation. This is also a key significance of global citizenship education. Moreover, in globalized societies with their complex interdependencies, it is important that I am aware of the many perspectives and the resulting different interpretations of the ideas of peaceful and sustainable coexistence. An appreciative examination of the world knowledge that every language carries is an essential contribution to this.

Complex social and political developments in super-diverse migration societies mean that educators often have to deal with difficult situations and even irresolvable dilemmas on a daily basis. This is where working in a network and learning from and with each other becomes

particularly valuable. Finally, it should be noted: ALL of today's major global challenges require **a cooperative, democratic culture of collaboration.**

What makes the voXmi education network so relevant?

Networks ...

- ⇒ form in times of uncertainty and radical change, when hierarchical institutions are too slow and incapable of solving urgent problems
- ⇒ satisfy the individual's longing for (communicative) equality and autonomy in general
- ⇒ fulfil the need for social bonding and support in times of extreme individualization
- ⇒ are by definition non-hierarchical and democratic in structure and orientation
- ⇒ satisfy the need for social connection and mutual support
- ⇒ offer diverse learning opportunities at different levels (from learners to administration)
- ⇒ recognize the need for collective learning given the complexity of super-diverse societies
- ⇒ enable mutual support in solving problems
- ⇒ enable co-creation of knowledge and knowledge sharing
- ⇒ meet the need for professional development and social connection

References: Heintel (2000); Boos, Exner, & Heitger (2000)

Working together in a network is an ongoing, democratic process of meeting each other at eye level and discussing concepts and goals. voXmi has a wealth of experience with this and would like to share this experience beyond Austria's borders. We have found wonderful partners for this in the Language Friendly Schools (<https://languagefriendlyschool.org>), an initiative of the Rutu Foundation for Intercultural Multilingual Education, and in our partners in the [Erasmus+ project DivA](#). Learning from and with each other is the overarching motto of voXmi. The exchange of good practice between language-friendly educational institutions at all levels is always at the heart of this.