

# 🌐 Planet LangLit 2026 🌐 International Conference on Language, Literature & Cultural Studies

**Theme:** Language, Literature, Education & Ecology for Planetary Justice & Inclusive Futures

**Date & Venue:** 15 – 16 January, 2026 | Hybrid |Green University of Bangladesh, Dhaka, Bangladesh

**Host:** Green University of Bangladesh

**Tagline:** Connect • Publish • Inspire • Shape the Future

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## Why Planet LangLit 2026?

- **First-of-its-kind in Bangladesh** – simultaneous tie-ups with **four journals**: **Web-of-Science Journals: Literary Voice and Literature & Aesthetics**; Edited Volume of **Springer Nature (Scopus)** and **JUMP (Scopus)**. Your work moves straight from conference to indexed publication.
- **Truly global, uniquely specific** – scholars from **6 countries & 5 continents** convene around precision-mapped themes, guaranteeing focused feedback and high-impact visibility.
- **Hybrid accessibility** – present on-site in Dhaka's vibrant cultural hub or join live on Zoom.
- **Excellence pipeline** – rigorous double-blind review, editorial mentoring clinics, and fast-tracked publication schedules.

## International Collaboration Network

Country	Institutions
Bangladesh	Green University (Host) · Southeast University · Northern University Bangladesh
USA	Morgan State University, USA
Egypt	Al-Azhar University
Spain	University of Alcalá

## Premium Publication Pathways

Theme	Outlet	Indexing / Publisher
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<b>T1 – Postcolonial Planetarity</b>	<i>Literary Voice</i>	Web of Science – ESCI · Literary Voice
<b>T2 – Eco-Aesthetics &amp; Care</b>	<i>Literature &amp; Aesthetics</i>	Web of Science – ESCI · The University of Sydney
<b>T3 – Planetary Imaginaries</b>	<i>Edited Volume</i>	Scopus-indexed · Palgrave / Springer Nature
<b>T4 – Learning Justice</b>	<i>Journal of Underrepresented &amp; Minority Progress</i>	Scopus · STAR Scholars Network

***This is the first conference in Bangladesh to secure such a diversified, indexed publication suite.***

## Conference Themes & Detailed Sub-Themes

### **Theme 1 – Postcolonial Planetarity: Resistance, Renewal, Remapping**

**(To be published in *Literary Voice*, Web of Science-ESCI)**

How do histories of colonialism, environmental exploitation, and resistance shape today's planetary crises? This theme invites participants to critically rethink global ecological challenges by centering the voices, literatures, and experiences of communities long affected by colonial power, resource extraction, and displacement. The goal is to "remap" the planet—not as a flat, universal space, but as a network of stories, losses, survivals, and hopes.

#### **a. Cartographies of Extraction**

##### **What happens to lands and peoples marked by centuries of resource extraction?**

This subtheme explores the impact of mining, logging, oil drilling, and industrial agriculture on both landscapes and communities—especially in Africa, South Asia, and Latin America.

- Key texts & theories:**

- Rob Nixon, *Slow Violence and the Environmentalism of the Poor* (2011) — concept of "slow violence."
- Anna Tsing, *The Mushroom at the End of the World* (2015) — supply chains and "blasted landscapes."
- Amitav Ghosh, *The Nutmeg's Curse* (2021) — colonial resource extraction and ecological crisis.
- Arundhati Roy, *The Cost of Living* (1999) — resistance to dam projects in India.

- Pablo Neruda's *Canto General* (poetry as archive of extraction in Latin America).
- **Contemporary examples:** Digital mapping projects of “sacrifice zones” (e.g., Environmental Justice Atlas).

## b. Climate Migration & Border Narratives

### How does climate change drive new migrations and redraw borders?

Millions are displaced every year due to floods, droughts, and storms—many from the Global South, facing political and physical borders. This subtheme looks at literature, film, and art representing the lived experiences of climate refugees, asylum seekers, and stateless peoples.

- **Key texts & theories:**
  - Mohsin Hamid, *Exit West* (2017) — magical realism and migration.
  - Warsan Shire, “Home” (poem), *Teaching My Mother How to Give Birth* (2011) — poetry of displacement.
  - Alexis Pauline Gumbs, *Undrowned: Black Feminist Lessons from Marine Mammals* (2020) — migration, kinship, and ecological care.
  - Climate migration theory: David N. Pellow, “Environmental Justice and Climate Change” (2016); Christian Parenti, *Tropic of Chaos* (2011).
  - Films: *Fire at Sea* (2016, Mediterranean crossings), *The Crossing* (2015, Syrian refugees).
- **Contemporary examples:** UNHCR climate displacement reports; “cli-fi” as a genre.

## c. Indigenous Futurisms

### How do Indigenous authors and artists imagine futures shaped by their own ecological knowledge and sovereignty?

This subtheme explores speculative fiction, sci-fi, and art from Indigenous perspectives—imagining renewal, resistance, and planetary care.

- **Key texts & theories:**
  - Grace Dillon (ed.), *Walking the Clouds: An Anthology of Indigenous Science Fiction* (2012) — foundational text.
  - Rebecca Roanhorse, *Trail of Lightning* (2018) — Navajo futurism.
  - Cherie Dimaline, *The Marrow Thieves* (2017) — loss, memory, and Indigenous survival.
  - Leanne Betasamosake Simpson, *As We Have Always Done* (2017) — Indigenous resurgence theory.
  - Epeli Hau‘ofa, *We Are the Ocean* (2008) — Pacific ecological thinking.
  - Daniel Heath Justice, *Why Indigenous Literatures Matter* (2018).

- **Contemporary examples:** Art collective Postcommodity; movements like #NoDAPL (Standing Rock).

## d. Environmental Justice

**Who defines “justice” in the environmental context? Whose struggles are recognized?**

This subtheme focuses on grassroots activism, legal battles, and ethical debates—especially in postcolonial and marginalized communities.

- **Key texts & theories:**
  - Wangari Maathai, *Unbowed: A Memoir* (2006) — Green Belt Movement in Kenya.
  - Ken Saro-Wiwa, *A Month and a Day: A Detention Diary* (1995) — resistance to oil exploitation in Nigeria.
  - Robert D. Bullard, *Dumping in Dixie: Race, Class, and Environmental Quality* (2000) — foundational EJ theory.
  - Julie Sze, *Environmental Justice in a Moment of Danger* (2020).
  - Shiva, Vandana, *Staying Alive: Women, Ecology and Development* (2016).
- **Contemporary examples:** Fridays for Future (Global South), Earth Rights International, intersectional eco-justice campaigns.

## e. Digital Ecologies

**How do online spaces, games, and digital media become new arenas for environmental storytelling and activism?**

- **Key texts & theories:**
  - Jennifer Gabrys, *Digital Rubbish: A Natural History of Electronics* (2011).
  - T.J. Demos, *Decolonizing Nature: Contemporary Art and the Politics of Ecology* (2016).
  - Media and environmental humanities: Sean Cubitt, *Ecologies of Spectacle* (2014).
- **Contemporary examples:**
  - Hashtags: #LandBack, #FridaysForFuture, #DecolonizeThisPlace.
  - Video games: *Never Alone* (Iñupiat stories), *Endling: Extinction is Forever* (ecological storytelling).
  - XR/VR eco-art installations, digital archives of Indigenous resistance.

## f. Memoryscapes of Violence & Repair

**How do we remember environmental violence and work toward healing and justice?**

This subtheme welcomes research on memorials, literature, and community practices that commemorate “slow violence” and imagine possibilities for repair.

- **Key texts & theories:**
  - Rob Nixon, “slow violence” (again);
  - Jamaica Kincaid, *A Small Place* (1988) — colonial legacies in Antigua.
  - Yvonne Adhiambo Owuor, *Dust* (2013) — trauma and landscapes in Kenya.
  - Paul Gilroy, *Postcolonial Melancholia* (2005) — memory, loss, and colonial afterlives.
  - Ashlee Cunsolo and Neville Ellis, “Ecological Grief as a Mental Health Response to Climate Change–Related Loss” (2018).
- **Contemporary examples:** Community oral history projects, eco-memorials (e.g., Bhopal disaster remembrance), performance art for environmental mourning.

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## Who Should Submit?

We encourage submissions from literary scholars, creative writers, artists, historians, activists, and interdisciplinary researchers—especially those from or working with the Global South, Indigenous, and marginalized communities. Papers can be analytical, theoretical, creative, or practice-based.

## What Makes This Theme Unique?

- **Connects literary, artistic, and digital methods to urgent global problems.**
- **Prioritizes new and underrepresented voices** (women, Indigenous, refugee, and Global South scholars).
- **Bridges theory and practice**—from classroom pedagogy to digital activism.

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## Sample questions your paper might address:

- How do contemporary novels, poems, or films from Bangladesh, Africa, Latin America, or the Pacific address environmental extraction and its aftermath?
- What do Indigenous science fiction stories teach us about alternative futures and planetary care?
- How are memories of ecological violence preserved or transformed in art, ritual, and literature?
- What digital tools or online communities are reshaping eco-activism in the postcolonial world?

**N.B.** Selected papers from **Theme 1 – Postcolonial Planetarity: Resistance, Renewal, Remapping** will be published in *Literary Voice* (Web of Science-ESCI). There is no APC in this journal. Selected author needs to take one year membership of 3000 rupees after the

acceptance of the paper.

## Theme 2 – Eco-Aesthetics & Care: Artistic Mediations of Planetary Crisis

**(Publication Partner: Literature & Aesthetics, Web of Science-ESCI)**

This theme invites you to explore how **art, literature, music, and performance** help us feel, imagine, and respond to our changing environment. While climate change and ecological crises often seem abstract or overwhelming, stories, images, sounds, and performances can make these issues deeply personal, emotional, and urgent. Eco-aesthetics is about how creative works shape our sense of kinship with the planet—and move us toward care, repair, and justice.

### **a. Atmospheric Poetics**

**How do writers and artists make us feel the air, weather, and atmosphere around us?**

This subtheme focuses on works that make climate and weather visible, tangible, or emotionally powerful—turning fog, rain, heat, or storms into characters in their own right.

- **Key texts & theories:**

- Timothy Morton, *Hyperobjects: Philosophy and Ecology after the End of the World* (2013) — on the enormity of climate.
- Amitav Ghosh, *Gun Island* (2019) — monsoon, cyclones, and atmospheric fear in fiction.
- Juliana Spahr, *That Winter the Wolf Came* (2015) — poetry blending air pollution and protest.
- Jorie Graham, *Sea Change* (2008) — poems evoking climate anxieties.

- **Contemporary examples:** Climate poetry slams; weather-inspired art installations.

### **b. Hydro-Feminist Texts**

**What do water stories teach us about care, gender, and ecological relations?**

This subtheme centers on “hydrofeminism”—the idea that water connects all life, and that feminist, queer, and Indigenous perspectives are crucial for imagining more just and sustainable futures. It welcomes works that use rivers, oceans, rain, and even tears as metaphors for kinship, resilience, and transformation.

- **Key texts & theories:**

- Astrida Neimanis, *Bodies of Water: Posthuman Feminist Phenomenology* (2017) — foundational hydrofeminist theory.
- Alexis Pauline Gumbs, *Undrowned: Black Feminist Lessons from Marine Mammals* (2020).

- Daisy Hildyard, *The Second Body* (2017) — blurring human and planetary bodies.
- Nnedi Okorafor, *Lagoon* (2014) — Lagos, water, and alien encounters.
- **Contemporary examples:** River walks, women-led water justice activism, aquatic performance art.

### c. Eco-Gothic & Affective Dread

#### How do stories of hauntings, ruins, or the uncanny spark ecological awareness?

This subtheme explores the “eco-gothic”—literature and art that uses horror, dread, and the supernatural to reflect the fear and strangeness of ecological crisis. Here, abandoned places, haunted forests, and monstrous weather become metaphors for our anxieties about the future.

- **Key texts & theories:**
  - Andrew Smith & William Hughes (eds.), *EcoGothic* (2013) — theory anthology.
  - Jeff VanderMeer, *Annihilation* (2014) — uncanny ecosystems and psychological dread.
  - Emily Brontë’s *Wuthering Heights* (read as eco-gothic).
  - Charlotte Perkins Gilman, “The Yellow Wallpaper” (environmental and psychological breakdown).
- **Contemporary examples:** Post-disaster photography, ruin-porn films, urban exploration art.

### d. Soundscapes

#### How does sound help us experience and understand environmental change?

Soundscapes are the “acoustic environments” we inhabit—birdsongs, industrial noise, storms, or silence. This subtheme welcomes research and creative work on how sound, music, and sonic art can awaken us to ecological change, loss, or activism.

- **Key texts & theories:**
  - R. Murray Schafer, *The Soundscape: Our Sonic Environment and the Tuning of the World* (1994) — foundational work.
  - Bernie Krause, *The Great Animal Orchestra* (2012) — recording the disappearing sounds of nature.
  - Kati Agócs, “Voices of the Immemorial” (contemporary choral work on extinction).
- **Contemporary examples:** Eco-acoustic monitoring, environmental sound art installations, sonic protests (e.g., climate marches).

### e. Digital Eco-Storyworlds

## How are digital media, VR, and gaming transforming our relationship to the environment?

This subtheme invites exploration of new, immersive “eco-storyworlds” in digital art, games, VR/XR, and transmedia storytelling. These platforms let us experience coral reefs, rainforests, or polluted cities up close—and sometimes, to imagine restoring them.

- **Key texts & theories:**

- Alenda Y. Chang, *Playing Nature: Ecology in Video Games* (2019).
- T.J. Demos, *Against the Anthropocene: Visual Culture and Environment Today* (2017).
- Ursula Heise, *Sense of Place and Sense of Planet* (2008) — global imagination in digital and literary cultures.

- **Contemporary examples:**

- Games: *Never Alone* (Iñupiat stories), *Endling: Extinction is Forever* (environmental loss).
- VR experiences: “Tree VR,” “This is Climate Change.”
- Digital climate comics, social media eco-campaigns.

## f. Performing Arts & Visualities

### How do theatre, dance, film, and the visual arts respond to environmental crisis and invite us to care?

This subtheme focuses on performance and visual culture as acts of care, protest, and transformation. From eco-theatre to climate-themed dance, from environmental documentaries to activist murals, these works help audiences see, feel, and act differently.

- **Key texts & theories:**

- Una Chaudhuri, *Ecocide: Research Theatre and Climate Change* (2014).
- Baz Kershaw, *Theatre Ecology: Environments and Performance Events* (2007).
- Jeff Janisheski (ed.), *Theatre and the Environment: Eco-Scenographies* (2021).
- Documentary film: *Chasing Ice* (2012), *An Inconvenient Truth* (2006).
- Street artist Banksy’s environmental installations.

- **Contemporary examples:** Eco-performances at COP summits, climate protest theatre, site-specific dance, environmental art exhibitions.

This theme is a space for all who use creative arts—writing, visual media, sound, or performance—to help us **feel, care for, and act on behalf of the planet**. Whether your work is scholarly or artistic, theoretical or hands-on, you are invited to join this vital conversation.

**We welcome:**

- Submissions from writers, artists, performers, digital creators, educators, and interdisciplinary researchers.
- Critical or creative projects that connect art and ethics, aesthetics and activism, feeling and action.

N.B. Selected papers of this **Theme 2 – Eco-Aesthetics & Care: Artistic Mediations of Planetary Crisis** will be published in Literature & Aesthetics (Web of Science-ESCI). Author needs to pay 90 Australian dollars after the acceptance of the paper.

### **Theme 3 – Planetary Imaginaries in Global Literature: Memory, Mobility & Transnational Dialogues**

**(Publication Partner: Palgrave/Springer Edited Volume, Scopus-Indexed)**

This theme explores how stories—whether found in novels, poems, films, or digital art—help us imagine a connected planet and shared futures. Global literature lets us cross borders, time zones, and even media forms, opening up new ways to remember the past, move across space, and dream together. We invite participants to examine how creative works build “planetary imaginaries”—shared visions of what the world is, was, and could be.

#### **a. Sites of Memory/Waste**

##### **How do stories, art, and media trace the remains of the past—from colonial ruins to electronic waste?**

This subtheme is about the “afterlife” of things and places: how old factories, colonial forts, or garbage dumps become symbols of loss, survival, and hope. It explores how literature and visual culture turn neglected sites or toxic wastes into meaningful landmarks for communities.

- **Key texts & theories:**

- Pierre Nora, *Between Memory and History: Les Lieux de Mémoire* (1989) — theory of “sites of memory.”
- Rob Nixon, *Slow Violence and the Environmentalism of the Poor* (2011) — environmental memory and neglect.
- Teju Cole, *Open City* (2011) — walking the city as a way of tracing memory and forgetting.
- Ruth Wilson Gilmore, *Golden Gulag* (2007) — carceral landscapes and their afterlives.

- **Contemporary examples:**

- E-waste in films like *Welcome to Sodom* (2018), digital art about plastic pollution, community-led memorials for environmental disasters (e.g., Bhopal, Chernobyl).

## b. Diasporas & Mobilities

### How do people, texts, and cultures move—and what new worlds do they create?

This subtheme focuses on the movement of people (migration, exile, diaspora), as well as the flow of books, films, and ideas. It asks: how do global circulations change our understanding of “home,” “identity,” and “belonging”?

- **Key texts & theories:**

- Paul Gilroy, *The Black Atlantic* (1993) — diasporic connections across oceans.
- Salman Rushdie, *The Satanic Verses* (1988) — migration and metamorphosis.
- Edwidge Danticat, *Brother, I'm Dying* (2007) — family, exile, and storytelling.
- Stuart Hall, “Cultural Identity and Diaspora” (1990).

- **Contemporary examples:**

- Social media storytelling by diaspora youth, transnational book festivals, “digital diaspora” communities, graphic novels on refugee journeys (e.g., *The Arrival* by Shaun Tan).

## c. Speculative Futures

### How do writers and artists imagine alternative worlds, possible futures, and radical hope?

This subtheme centers on “speculative fiction”—climate fiction (“cli-fi”), Afro- and Indigenous futurisms, utopias, and dystopias. Such works let us confront planetary crisis, reimagine justice, or dream up new ways of living together.

- **Key texts & theories:**

- Octavia E. Butler, *Parable of the Sower* (1993) — Afrofuturism and climate apocalypse.
- N.K. Jemisin, *The Broken Earth Trilogy* (2015–2017) — geology, climate, and survival.
- Amitav Ghosh, *The Great Derangement* (2016) — why fiction must address climate.
- Grace Dillon (ed.), *Walking the Clouds* (2012) — Indigenous futurist anthology.
- Ursula K. Heise, *Imagining Extinction* (2016) — species, storytelling, and futures.

- **Contemporary examples:**

- Cli-fi short stories, eco-critical games, Afrofuturist music videos (e.g., Janelle Monáe), speculative design in art exhibitions.

## d. Crisis Temporalities

**How do stories help us make sense of time during crises—slow disasters, sudden catastrophes, and uncertain futures?**

This subtheme examines how literature and media represent the passing of time in an age of climate change, pandemics, or political upheaval. It looks at the “slow violence” of ongoing damage, as well as moments of crisis, waiting, and renewal.

- **Key texts & theories:**

- Elizabeth DeLoughrey, *Allegories of the Anthropocene* (2019) — island time and environmental crisis.
- Christina Sharpe, *In the Wake: On Blackness and Being* (2016) — living in the afterlife of catastrophe.
- Dipesh Chakrabarty, *The Climate of History in a Planetary Age* (2021).
- Rob Nixon, *Slow Violence* (2011) — again, for the concept of gradual disaster.

- **Contemporary examples:**

- Pandemic diaries, time-lapse documentaries on glacial melt, eco-memoir, digital archives tracking disaster recovery.

## e. Digital Humanities / GIS

**How do data, maps, and digital tools help us tell new stories about the planet?**

This subtheme invites work on mapping, data visualization, and digital archives—ways to “see” global connections, inequalities, and futures. GIS (Geographical Information Systems), digital storytelling, and virtual mapping projects are all welcome.

- **Key texts & theories:**

- Franco Moretti, *Graphs, Maps, Trees* (2005) — distant reading and literary cartography.
- Todd Presner, *HyperCities: Thick Mapping in the Digital Humanities* (2014).
- Johanna Drucker, *Graphesis: Visual Forms of Knowledge Production* (2014).

- **Contemporary examples:**

- Climate data art, interactive refugee maps, online archives (e.g., Slave Voyages Database), VR journeys through endangered environments.

## f. Pedagogies for Planetary Literacy

**How can teachers, writers, and artists help others think—and act—planetarily?**

This subtheme is for those building curriculum, art, or community projects that turn “planetary thinking” into practice. How do classrooms, workshops, or public campaigns make global issues relatable, actionable, and hopeful?

- **Key texts & theories:**
  - Elizabeth DeLoughrey & George B. Handley (eds.), *Postcolonial Ecologies* (2011) — teaching planetary issues.
  - Heike Paul, *The Myths That Made America* (2014) — transnational approaches in education.
  - Rosi Braidotti, *The Posthuman* (2013) — planetary pedagogy.
- **Contemporary examples:**
  - Youth climate activism in schools, “green” reading programs, collaborative storytelling between classrooms in different countries, MOOCs and online planetary education initiatives.

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### **Who should submit?**

- Scholars, educators, creative writers, digital humanists, artists, activists, and practitioners working at the intersections of literature, culture, mobility, and global change.
- We encourage interdisciplinary and collaborative work, as well as research that connects the local and the global, the personal and the planetary.

### **Why this theme?**

- It recognizes the power of stories to cross boundaries—geographical, cultural, digital—and help us imagine more just and connected futures.
- It brings together memory, movement, creativity, and teaching to expand what “planetary” means for the next generation.

N.B. Selected papers from these **Theme 3 – Planetary Imaginaries in Global Literature: Memory, Mobility & Transnational Dialogues** will be published in a Palgrave/Springer Edited Volume (Scopus-Indexed), There is no APC Charges.

## **Theme 4 – Learning Justice: Education, Language & SDGs for Minority Progress**

**Special Issue Partner: Journal of Underrepresented and Minority Progress (JUMP), Scopus-indexed, fully Open Access**

**How can education, language, and policy be transformed to truly serve all learners, especially those historically left out?**

This theme brings together educators, linguists, policymakers, and activists to address one of the world’s most urgent challenges: ensuring that everyone—regardless of language,

ethnicity, gender, class, or migration status—can access high-quality education and opportunities for a better life. We focus on the **United Nations Sustainable Development Goals (SDGs)**, especially SDG 4 (Quality Education), but also related goals on equity, gender, and social justice.

### **Why does this matter?**

Millions of children and youth are still left behind in education because of language barriers, discrimination, displacement, disability, or poverty. Language is not just a tool for communication—it is the gateway to inclusion, identity, and citizenship. This theme invites research and stories that show how **language and education can create or remove barriers**, and what it takes to build systems where all learners—especially minorities and the marginalized—can thrive.

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### **What We're Looking For**

We welcome research, case studies, theory, reflections, and creative solutions from:

- School teachers and university educators
- Policy makers and education administrators
- Linguists, sociologists, and psychologists
- Community activists, NGOs, and grassroots organizers
- Students and early-career researchers
- Anyone working for educational equity and justice

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### **Core Subthemes & What They Mean**

#### **a. Equity by Design (SDG 4.5):**

How can schools and governments ensure resources and policies reach the most marginalized?

- **Example:** Budgeting for rural girls' education; quotas or affirmative action for minority teachers.

#### **b. Language Policy & Rights:**

Who decides what languages are used in schools? How can we protect and promote minority languages?

- **Example:** Debates about teaching in mother tongue vs. national language; Bangladesh's multilingual education for indigenous students; South Africa's language rights movement.

#### **c. Language Justice in Practice & MTB-MLE Implementation:**

How can schools move from policy to real practice—like hiring multilingual teachers or developing materials in minority languages?

- **Example:** Nepal's Mother-Tongue-Based Multilingual Education (MTB-MLE); African language curricula; TESOL innovations.

#### **d. Sociolinguistics of Access:**

How do attitudes about dialects, “accents,” or “standard” languages affect students’ sense of belonging?

- **Example:** Translanguaging in Bangladeshi classrooms; fighting accent prejudice in Australia; supporting sign languages.

#### **e. Assessment Reform & Fairness:**

How can exams and testing be made fair for bilingual, deaf, or minoritized students?

- **Example:** Use of sign language interpreters; removing language bias in standardized tests.

#### **f. Teacher Education & Feminist/Linguistically Responsive Pedagogy:**

How are teachers trained to be inclusive, especially across gender and language differences?

- **Example:** Workshops on gender-inclusive language; mentorship for women educators.

#### **g. Literacy & Numeracy in Minoritized Languages:**

How can we help young children learn to read and count in their home languages first?

- **Example:** Local language storybooks in India’s tribal regions; numeracy kits in Kenya’s minority communities.

#### **h. Refugee, Stateless, and Crisis-Affected Learners:**

What educational and psychosocial support is needed for children displaced by conflict or climate disaster?

- **Example:** Syrian refugee education programs in Jordan; Rohingya learning centers in Bangladesh; emergency digital learning kits.

#### **i. Disability Inclusion & Communication:**

How can schools be made accessible for learners with disabilities, including sign language, Braille, and speech support?

- **Example:** Universal Design for Learning (UDL) in the USA; sign language instruction in Ghana; accessible e-learning.

#### **j. Higher Education Pathways:**

How can universities open doors for underrepresented groups—through language bridges, credit recognition, or targeted mentorship?

- **Example:** English for Academic Purposes (EAP) courses; bridging programs for first-generation college students.

#### **k. EdTech/AI, Digital Literacy & Rural Connectivity:**

How can technology bridge educational gaps—and what barriers still exist for remote or low-income communities?

- **Example:** Mobile learning in rural Bangladesh; AI tools for minority language translation.

## **I. Indigenous Knowledge, Gender & Education for Sustainable Development (ESD):**

How can curricula value and integrate Indigenous and local knowledge—especially around environment and gender?

- **Example:** Maori language revitalization in New Zealand; girls' climate education in the Pacific Islands.

## **m. Urban–Rural & Caste/Class Intersections:**

How do exams, public jobs, or scholarships include or exclude people based on language, caste, or class?

- **Example:** India's reservation system; urban/rural education gaps in West Africa.

## **n. Language Documentation & Revitalization in Schools:**

How can schools partner with communities to revive and sustain endangered languages?

- **Example:** Sami language programs in Finland; intergenerational language learning circles.

## **o. Methods & Ethics with Minoritized Populations:**

How do we conduct ethical, participatory, and respectful research in vulnerable communities?

- **Example:** Community-based research with Roma in Europe; benefit-sharing in linguistics fieldwork.

### **What Makes This Special Issue Unique?**

- **Publication in JUMP (Scopus-indexed, Open Access):** Your work reaches a truly global and diverse audience, and is freely available to all.
- **Policy Impact:** Findings will inform ministries, NGOs, and international organizations—beyond academia.
- **Support for Early-Career & Minority Scholars:** Mentoring, feedback, and visibility for emerging voices.
- **Collaborative, Cross-Disciplinary:** Education, linguistics, psychology, digital studies, and more—welcome under one roof.

N.B. Selected papers from these **Theme 4 – Learning Justice: Education, Language & SDGs for Minority Progress** will be published in a Journal of Underrepresented & Minority Progress (Scopus-Indexed). There is no APC Charges.

## Conference Highlights

- **Keynotes** by world-renowned scholars
- Thematic **panels & round-tables** linking art, activism, and policy
- **Methods & Ethics clinics** for early-career researchers
- **Cultural performances & exhibitions** celebrating planetary diversity
- Curated **networking** with editors & publishers

## Key Details

- **Dates:** 15 – 16 January, 2026
- **Venue:** Green University of Bangladesh, Dhaka & Online
- **Abstract Submission Deadline:** 5 October 2025
- **Abstract Acceptance Notification:** 20 October, 2025 (Only Selected Paper will get the Acceptance for Registration)
- **Selected Papers' Correspondence Author will get the Email for Registration**
- **Registration Deadline:** 7 November, 2025
- **Full Paper Submission:** 5 January, 2025 (After Editorial Board's reviews selected paper will go for blind peer review.)
- **Only papers whose author(s) have completed registration will be invited to submit a full manuscript. After registration, no new authors can be added to the paper.**
- **Email:** [planetlanglit@gmail.com](mailto:planetlanglit@gmail.com)
- **Contact:** +8801723860534 (Whatsapp only)
- **[Website Link to be inserted]**

## Registration Fees

Category	Fee
National Presenters (Academician)	5,000 BDT
National Presenters (Students)	3,000 BDT (No Further Waiver)

Category	Fee
International Presenters (onsite)	100 USD / 6,500 INR
International Presenters (virtual)	50 USD / 4,000 INR
Early Bird Registration	4,000 BDT / 30 USD / 5,000 INR / 3,000 INR (20–23 Oct 2025)
Spot Registration	5,500 BDT / 110 USD / 7,000 INR

**N.B. Prospective participants may petition for a partial waiver of the registration fee (ranging from 10% to 40%). All such requests will be evaluated on a case-by-case basis, and the final decision—including the exact percentage awarded—rests solely with the Editorial Board.**

## Organizing Panel

**Conference Convener:** **Dr. Md. Shamim Mondol** (Green University BD)

**Co-Conveners:** **Dr. M. Tofazzel Hossain** (Southeast University of Bangladesh)  
**Dr. Mohammad Rahmatullah** (Northern University BD)

## Editorial & Advisory Panel:

- Prof. (Dr) T.S. Anand, Former Professor, University of Sirte, Lybia & Editor in Chief, Literary Voice
- Prof. Dr. Tanu Gupta, Central University of Haryana, India
- Prof. Dr. Muhammad Sharif Uddin, Morgan State University, USA
- Prof. Dr. Ahlam Othman, Al-Azhar University, Egypt
- Prof. Dr. Francisco Sáez de Adana, University of Alcalá, Spain
- Prof. Dr. Carole Cusack, University of Sydney, Australia
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1. Prepare a **300-word abstract**

2. Indicate **one** publication outlet (T1–T4) – *this choice is final*.
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