The 12ᵗʰ INTERNATIONAL CONFERENCE BUILDING CULTURAL BRIDGES (ICBCB)
Future of Education in the Digital Era and Transformative Learning

15 October – 16 October 2026, **Qaskelen**

Dear all,

SDU University is pleased to announce the 12th ICBCB conference, organised and co-hosted by the 4th Annual ELIPro Conference and KIMEP University to be held on **15 - 16 October 2026 in Qaskelen and Almaty, Kazakhstan**. This collaborative effort has made the event possible. The joint initiative aims to bring together experts and researchers from various fields to share high-quality research on the given topic and to foster research networking.

The conference is open to scholars, managers, emerging researchers, and practitioners who wish to share their research findings with experts whose work engages with education in its broadest sense. We welcome presenters and attendees from around the world. The conference provides a dynamic and supportive environment for all participants to showcase and discuss their work, including research that is still at an early stage.

We invite prospective presenters to reflect on how their research relates to changes in our world, whether addressing current or historical, local or global issues. Attendees will have the opportunity to engage with colleagues from diverse areas within the field of Education Studies, while presenters will receive feedback in a diverse, constructive, and academically rigorous environment.

We invite submissions to all conference tracks of the joint ICBCB–ELIPro conference. We welcome contributions based on empirical research, early-stage or ongoing projects, as well as conceptual and theoretical work. Submissions may address established or emerging topics and should critically engage with issues relevant to the conference theme.

CONFERENCE TRACKS

DIGITAL TOOLS FOR INCLUSIVE EDUCATION (Joint Track)
This track examines the role of digital technologies in promoting equity and accessibility in educational settings. It invites contributions that investigate how digital tools, platforms, and pedagogical innovations can support learners with diverse needs, reduce barriers to participation, and foster more inclusive learning environments. Submissions may include empirical research, conceptual analyses, or practical case studies demonstrating how technology-enhanced approaches contribute to inclusive education.

Current Developments in Language, Literature, and History in a Globalized World (ICBCB I)

Contemporary scholarship highlights significant transformations in linguistic practices, literary expression, and historical interpretation driven by global interconnectedness. This area welcomes analyses of language change, cross-cultural literary trends, and the recontextualization of historical narratives in transnational and digital environments. Studies may explore how global mobility, technological advances, and intercultural encounters shape identity, cultural production, and collective memory. Diverse methodological and theoretical approaches that shed light on these ongoing developments are encouraged.

New Trends in Applied Linguistics (ICBCB II)

Emerging research in applied linguistics is shaping innovative approaches to language learning, teaching, assessment, and policy. This area highlights current theoretical, methodological, and technological developments, including language acquisition, multilingualism, corpus-based studies, language for specific purposes, and the integration of digital tools in language education. Contributions that provide empirical evidence, conceptual analyses, or interdisciplinary perspectives on evolving practices and innovations in applied linguistics may be submitted..

AI, Digital Transformation, and Pedagogical Innovation in STEM (ICBCB III)

Advances in artificial intelligence and digital technologies are transforming STEM education and teaching practices worldwide. This track explores how AI-driven tools, digital platforms, and innovative pedagogical approaches enhance learning, foster problem-solving, and support interdisciplinary collaboration. Research may focus on curriculum design, adaptive learning systems, virtual laboratories, and other technology-enhanced methods that improve engagement, accessibility, and learning outcomes in STEM disciplines. Empirical studies, theoretical analyses, and practical case studies highlighting AI-enabled educational innovations are particularly welcome.

STEM for Sustainability and Green Futures (ICBCB IV)

Research in this area focuses on the role of STEM education and innovation in promoting sustainable development and environmentally responsible practices. Topics include green technologies, renewable energy, environmental engineering, climate change education, and the integration of sustainability principles into STEM curricula. Contributions may explore pedagogical strategies, interdisciplinary projects, and technological solutions that prepare learners to address global environmental challenges and foster sustainable futures. Empirical studies, case analyses, and theoretical perspectives that highlight the intersection of STEM and sustainability are encouraged.

Global Perspectives, Policy, and Partnerships in STEM Education (ICBCB V)

Research in this area examines international approaches, policies, and collaborative initiatives in STEM education. It explores how global trends, cross-border partnerships, and educational policies shape curriculum development, teaching practices, and student outcomes. Topics may

include comparative policy studies, international STEM collaborations, teacher professional development, and strategies for fostering equity, inclusion, and innovation in STEM learning. Contributions that provide empirical evidence, theoretical insights, or case studies highlighting global perspectives and partnerships in STEM education are welcome.

Bridging Cultures through Character and Values Education (ICBCB VI)
Promoting cross-cultural understanding and ethical development, character and values education plays a key role in fostering social cohesion. This area explores pedagogical approaches, curriculum designs, and programs that cultivate empathy, respect, and moral reasoning among learners from diverse cultural backgrounds. Contributions may include empirical studies, theoretical analyses, or case studies demonstrating how values-based education supports intercultural dialogue, responsible citizenship, and the development of globally aware individuals.

The History of Kazakh Language within Multilingual Education in Kazakhstan (ELIPro I)
This track focuses on the historical development of the Kazakh language and its evolving role within Kazakhstan's multilingual education landscape. It invites research examining language policies, sociolinguistic dynamics, and educational reforms that have shaped the status, functions, and pedagogical positioning of the Kazakh language across different periods. Contributions may explore historical trajectories, policy shifts, curriculum changes, and the interaction of Kazakh with Russian and other languages in education. Submissions may include empirical studies, historical analyses, or conceptual discussions that deepen our understanding of Kazakh language development in a multilingual context.

Multilingual Identities, Perspectives, and Education (ELIPro II)
This track explores how multilingual identities are formed, negotiated and expressed in educational settings. Contributions examining the perspectives of learners, teachers and institutions on multilingualism are invited, including questions of belonging, agency and identity construction across linguistic and cultural boundaries. Submissions may address classroom practices, lived experiences, ideological orientations and the role of education in shaping multilingual subjectivities within various sociopolitical contexts.

Education Policy Challenges: Multilingualism & Language Hierarchies (ELIPro III)
This track addresses policy-level challenges related to multilingualism and the hierarchical positioning of languages within education systems. It welcomes research that critically examines how language policies influence access, equity, and inclusion, as well as how power relations are reproduced or contested through policy frameworks. Contributions may focus on policy design and implementation, language-in-education planning, and the consequences of language hierarchies for learners, teachers, and communities.

Pluricentrical Language Teaching in a Globalised World (ELIPro IV)
This track focuses on teaching and learning pluricentric languages in a globalised educational context. It invites studies engaging with variation, norms and standards in different national and

regional contexts, and their implications for pedagogy, assessment and teacher education. Contributions may explore how curricula and classrooms address linguistic diversity within a single language, and how notions of linguistic legitimacy are reshaped by global mobility and communication.

Online Environments for Language Education (ELIPro V)

This track examines the role of digital and online environments in contemporary language education. It welcomes contributions that investigate online teaching and learning practices, digital pedagogies and technology-mediated interaction in multilingual settings. Submissions may address the opportunities and challenges of access, engagement, assessment and identity in virtual learning spaces, as well as the broader impact of digitalisation on language education.

IMPORTANT DATES

- Call for Abstracts: January 15, 2026
- Submission Deadlines: April 15, 2026
- Notification of outcomes: June 20, 2026
- Registration for speakers: June 15 - September 15, 2026
- General registration: June 15 - October 1, 2026
- Scheduled Programme: September 20, 2026
- Conference final programme: September 30, 2026
- Conference sessions: 15 - 16 October, 2026

SUBMISSION GUIDELINES

SDU University is inviting submissions of abstracts relevant to the thematic areas outlined above. We aim to achieve recognition as a Scopus-indexed conference, which underscores our commitment to originality and high-quality scholarly contributions. To qualify for publication in ICBCB 2026, at least one author or designated proxy must present the accepted abstract at the conference. Please note that conference registration fees are non-refundable. (The abstracts presented at the conference will be available on ICBCB - 2026 conference webpage).

Abstracts can be submitted in Kazakh, English, or Russian. While speakers may present in their preferred language (Kazakh, English, and Russian) during panel discussions, all presentation slides must be in English. All submissions will undergo a thorough review by the ICBCB Publication Board, ELIPro Review Board, and Review Board of other partners, based on the following criteria:

1. **ICBCB and ELIPro Conference Fit** - How well does the proposed contribution align with the ICBCB and ELIPro focus and the overall conference theme?
2. **Background** - What issue, problem, or phenomenon does the paper address?

3. Research Gap/Conceptual Gap - Why is this project important, innovative, or different from existing work?

4. Approach - How was the problem researched, conceptualized, or investigated (e.g. empirical design, theoretical framework, analytical approach)?

5. Findings and Implications - What was found, identified, or conceptualized, and how does this contribute to existing research, practice, or policy?

Notes.

- The conference's working languages are English, Kazakh, and Russian.

*- Authors present their research in **20 minutes + 5 minutes for Q&A**.*

- Authors are requested to submit extended abstracts of 250–300 words via Microsoft Conference Management Toolkits (CMT) portal after registering for the conference. Extended abstracts sent later than deadlines will NOT be accepted.

- The authors will have the full responsibility of accuracy and authenticity of their papers.

- All submitted abstracts will be evaluated through a double-blind review process prior to acceptance by the conference committee.

- Having sent the abstract, the author confirms and assigns their copyright to ICBCB – 2026.

- Conference materials, including the Abstract Book and electronic proceedings, will be published under the ICBCB: Future of Education in the Digital Era and Transformative Learning conference title and will be available on the "https://sdu.edu.kz/en/icbcb-2026/" website.

*- Full information is available on the web site "**https://sdu.edu.kz/en/icbcb-2026/**" and "**https://elipro.net/**"*

CONTACT INFORMATION

Should you have any inquiries regarding the conference announcement, content, or other relevant matters, please reach out to **icbcb@sdu.edu.kz / aidos.myrzabek@sdu.edu.kz**