Researching discursive and linguistic barriers to social inclusion

Warsaw (Poland), 19-20th of September 2024

The conference aims to foster discussion among sociologists, sociolinguists, educators, and activists aware of the language and discourse issues; and any other social scientists interested in relations between language and society, and how the inclusion and exclusion are created by the medium of language and discourse. The conference falls onto 20th anniversary of the UNESCO Janusz Korczak Chair in Social Pedagogy creating opportunities to extend the RC25 network.

During the conference, we wish to look at language and through language. Any research investigating language and discourse is welcome, as all theoretical and methodological frameworks can be used to create socio-pedagogical and linguistic analyses of language.

RC25 Language & Society is a research committee of the International Sociological Association. The objective of the Research Committee on Language and Society is to advance sociological knowledge concerning language in interaction and in systems of representation. Members are united by the desire to look at systems of communication, and how language influences social structures and social change.

The Maria Grzegorzewska University focuses on the social inclusion of individuals and groups that may be socially marginalised, discriminated against or excluded. The mission of acceptance, participation and solidarity is highlighted by the achievements of the University's Patron: Maria Grzegorzewska (1888-1967), the pioneer of special pedagogy in Poland, human rights activist, and Janusz Korczak, the UNESCO Chair's patron, writer, medical doctor, philosopher of childhood, who worked at our university and advocated for children's rights (1878-1942). Please note that the UNESCO Chair celebrates its 20th anniversary, and therefore there will be special Janusz Korczak Anniversary Medals granted at the award ceremony accompanying the conference.

The Polish Educational Research Association was established in 1981 and is the largest national network of educators, teachers, and pedagogues in Poland.

The Institute of Political Studies of the Polish Academy of Sciences is a supporting partner and co-organiser of this conference. The Institute was founded in 1990 and brings together leading Polish political scientists, historians and sociologists in order to create a unique environment where innovative knowledge and policy expertise is produced. The Institute`s mission is to conduct high-level multidisciplinary research that investigates political and social change at the crossroads between East and West.

Scientific Committee

• Prof. Keiji Fujiyoshi, President of the ISA RC25, Otemon Gakuin University, Japan
• Prof. Anna Odrowąż-Coates, ISA RC25 and Maria Grzegorzewska University, Poland
• Prof. Joanna Madalińska-Michalak, University of Warsaw, PTP, Poland
• Prof. Dariusz Stępkowski, Cardinal Wyszyński University, PTP, Poland
• Dr Magdalena Lemańczyk, ISA RC25 and Institute of Political Studies PAS, Poland
• Dr Frida Petersson, University of Gothenburg, Sweden
• Dr Rika Yamashita, Kanto Gakuin,Yokohama, Kanagawa, Japan
• Prof. Beatriz Xavier, Universidade Nova de Lisboa, Portugal
• Dr Stéphanie Cassilde, Ronin Institute, Belgium
• Prof. Joanna Ostrouch-Kamińska, UWM, PTP, Poland
• Prof. Piotr Kostyło, Merito, PTP, Poland
• Prof. Agnieszka Cybal-Michalska, UAM, PTP, Poland
• Prof. Błażej Przybylski, PTP, Poland
• Dr Elżbieta Strutyńska-Laskus, PTP, Poland
• Dr Mariusz Baranowski, Adam Mickiewicz University, Poland
• Prof. Michał Kwiatkowski, Maria Grzegorzewska University, Poland
• Prof. Barbara Pasamonik, Polish Sociological Association, Poland
• Prof. Jarosław Rola, Maria Grzegorzewska University, Poland
• Dr Cecilia Zsögön, Maria Grzegorzewska University, Poland

Organising Committee

• Keiji Fujiyoshi, President of the ISA RC25, Japan
• Anna Odrowąż-Coates, UNESCO Janusz Korczak Chair, Poland
• Anna Perkowska-Klejman, Maria Grzegorzewska University, Poland
• Magdalena Lemańczyk, Institute of Political Studies of the Polish Academy of Sciences, Poland
• Marta Kulesza, Maria Grzegorzewska University, Poland
• Krystyna Heland-Kurzak, Maria Grzegorzewska University, Poland
• Magdalena Roszak, Maria Grzegorzewska University, Poland
• Katarzyna Szostakowska, Maria Grzegorzewska University, Poland
• Anna Górka Strzałkowska, Maria Grzegorzewska University, Poland
• Marta Wiatr, Maria Grzegorzewska University, Poland

ISA RC25 and PTP warmly thank Maria Grzegorzewska University for providing the conference venue and its facilities free of charge, which enables a relatively low registration fees for participants.

Organisers
• ISA RC25
• Maria Grzegorzewska University
• Institute of Political Studies, Polish Academy of Sciences
• Polish Educational Research Association (PERA Division in Warsaw)

Patronages
• IKA International Korczak Association
• Polish Janusz Korczak Association
• Polish IGO for MOST UNESCO Programme (MOST School)
• Polish National Commission for UNESCO

Conference Programme

19 September – Day 1

9.00	**Registration – building D – entrance**
9.30	**Opening of the Conference - building D aula 4061**
9.40	**Keynote Speakers**
9.40-10.00	Prof. Anna Odrowąż-Coates ***Warsaw UNESCO Chairs' Declaration on Education for Democracy and Peace***
10.00-10.20	Prof. Yira Ivana Vargas Caminero ***UNIBE Chair on Inclusion of people with Disabilities: Contributions to the UN SDGs (2030) and to the social impact of Higher Education initiatives in the Dominican Republic.***
10.20-10.40	Prof. Pat Dolan, UNESCO Chair, Children, Youth and Civic Engagement Director, Institute for Lifecourse and Society (ILAS), Ireland ***Empathy in Education through Youth Engagement***
10.40-11.00	Coffee Break
11.00-13.00	**Parallel Sessions: rooms: 4061, 4111, 4112, 4113**
13.00-13.45	Lunch
14.00-14.30	**UNESCO Chair Jubilee Medals CEREMONY**
14.30-14.45	Art exhibition ***Appropriation. Slave non-human bodies*** by Gabriela Sołtysiak Building C ground floor
15.00-16.30	**Parallel Sessions rooms: 4061, 4111, 4112, 4113**
15.00-16.30	EDUCATORE Wellbeing Workshop https://educatore.aps.edu.pl/educatore/

September 20 – Day 2

9.30	**Registration - building D entrance hall**
10.00	**Keynote Speakers – *building D 4061 – Welcome Address by Dr Marek Michalak President of IKA***
10.00-10.15	Dr Hatem ELABED, President of the Tunisian Janusz Korczak Association ***Tunisian context – building D 4061***
10.15-10.30	Prof. Moshe Shner, Oranim College of Education, Ghetto Fighters Association ***The Kingdom of Children, A Case Study of Peace Education in Children Literature and Cinema following Janusz Korczak's King Matt the First novel (1923) and movie (1958) – building D 4061***
10.30-10.45	Prof. Mark Brennan, Chair on Global Citizenship Education for Sustainable Peace through Youth and Community Engagement, University of Pennsylvania ***Empowering Children and Youth as Global Citizens for Peace: Inspirations from Janusz Korczak – building D 4061***
10.45-11.15	Coffee Break
11.15-12.30	Special Sessions ***Korczak inspired contemporary discourses on children's rights – building D 4061***
12.30-13.00	Art Exhibition by Gabriela Sołtysiak – Building C ground floor
13.00-14.00	Lunch
14.00-16.00	Parallel Sessions **rooms: 4061, 4111, 4112, 4113** // IKA General Assembly **co-working area D**
16.00	Closing of the Conference

Special Session: Korczak inspired contemporary discourses on children's rights

Day 2
20 September, 11.15-12.30 (building D 4061)

Session Chair: Prof. Anna Odrowąż-Coates

Batia Gilad, Former Chairperson of IKA, Israel
The language of love – relevance of Korczak's ideas on how to love a child; Korczak inspired contemporary discourses on children's rights

Avi Tsur, The Korczak Education Centre, Israel
Caring for the Child's Rights and Responsibilities

Agata Skalska, Research Archive Janusz Korczak, Düsseldorf University, Germany
Korczak's addressing of children on the basis of his image of the child as a social actor

Arie de Bruin, Chairman of the Janusz Korczak Foundation, Netherland
Lessons for life

Distributed paper –David Ronan, Docteur en sociologie - Chercheur au CERREV (UR 3918), University de Caen ***Love and concern for the "little" in Janusz Korczak. Axiological foundations of child-centred pedagogy.***

Special Session: IKA General Assembly
(for IKA representatives only)

Day 2
20 September, 14.00-16.00 (co-working area building D)

Session Chairs: Dr Marek Michalak, President of IKA, Barbara Janina Sochal VP IKA

Thematic Sessions

Session 1: Teacher education and social inclusion

Day 1
19 September, 11.00-13.00 (building D 4061)

Thematic Session organised for the 70th Anniversary of the Faculty of Education of the University of Warsaw. Session co-organised by the Polish Educational Research Association (PERA Division in Warsaw)

Session Chairs: Prof. Joanna Madalińska – Michalak, Dr Cecilia Zsögön

1.Agnieszka Szplit - Jan Kochanowski University of Kielce & The Association for Teacher Education in Europe (ATEE), Poland
Bilingual education in pre-schools as an innovation in Poland

2. Éva Thun, John Wesley Theological College, Budapest, Hungary
From Sound Comprehensive Policy to Fragmented Misrepresentations - A Mixed Bag of Discourses on Inclusive Education in Hungary

3. Elżbieta Górnikowska-Zwolak, University of Silesia in Katowice, Poland
Feminization of the teaching profession and androcentrism of the Polish language – will "any bread be made of this flour"? Opportunities for developing the potential of girls and women

4. Heather Manion & Shelley Jones, Royal Roads University, Canada
Childrens Rights Education, Social Change, and Local Language Landscapes in Uganda

5. Iryna Androshchuk, The Maria Grzegorzewska University, Poland
The role of the Polish language in the socialization of pupils, students and teachers in the Polish environment

---

Session 2: Language shaping the society

Day 1
19 September, 11.00-13.00 (building D 4111)

Session Chairs: Prof. Anna Perkowska-Klejman, Prof. Pat Dolan

1.Tina Bartelmes, University of Bayreuth, Germany
Media Discourse on Food Poverty and Insecurity in Germany (March 2018 - 2024): A Framing Analysis

2. Laura Vawter, Rostock University, Germany
Media in Pink and Blue: Gender Identity Performance in Twitch Gaming Communities

3. Aleš Hodes, Department for the Study of Religions, Faculty of Arts, Masaryk University, Czech Republic
Organizing spontaneous grammars in hegemony-building of right-wing populism, and religious legitimization of autonomy in debates about social inequality

4. Agata Michalowska, Independent educator, Warsaw, Poland
Self-perception among young, socially engaged women in Poland. Qualitative study of self-identified strengths and motivations in the context of contemporary femininity

5. Ven. Jonathan Chidomere Egesi, Imo State Polytechnic, Omuma, Oru-East, Nigeria
Understanding staff development and improved productivity in Nigeria: an appraisal

6**.** Gentaro Kato, Otemon Gakuin University, Japan
Young People's Expressions and the Communication Environment in Contemporary Japan: Thinking from the Nominalising Suffix â-miâ

Session 2: Language shaping the society

Day 2
20 September, 14.00-16.00 (building D 4111)

Session Chair: Dr Cecilia Zsögön

1. Simpi Srivastava, Nanyang Technological University, Singapore
Understanding Communication Dynamics in Romantic Relationships: Insights from Modern Middle-Class Young Adults Living in New Delhi, India

2. Zhiwei Wang, Edinburgh Sociology, School of Social and Political Science, University of Edinburgh, UK
Being an CHINA Online Everyday Discursive (Re)production of Internet-Mediated Chinese National Identity in the Era of Consumerism and Fandom

3. Muhamad Supraja, Yogyakarta Gadjah Mada University, Indonesia
Building the Importance of Language Awareness

4. Xi Chen, Institute of philosophy and sociology, Poland
Regarding Language: Nietzsche and Anthropology

5. Cecilia Zsögön, UNESCO Janusz Korczak Chair, APS, Poland
Integrating Critical Pedagogy and "Buen Vivir": Holistic Educational Approaches from South America

---

Session 3: Language, migration and social inclusion

Day 1
19 September, 11.00-13.00 (building D 4112)

Session Chairs: Dr Magdalena Lemańczyk, Dr Marta Kulesza

1. Frida Petersson, Department of Social Work, University of GOTHENBURG, Sweden
The needle and the damage done: drug narratives among people with an early injection debut

2. Hannilette Anne Diola, PH Ludwigsburg, Helwan University, Germany/Egypt
An Examination of Pre-Departure Soft Skills Training for Filipino Healthcare Professionals Migrating to Germany

3. Amal Nasser Frak, University of Baghdad - College of Education Ibn Rushd for Human Sciences, Iraq
Exploring Discursive and Linguistic Barriers to Social Inclusion through the Lens of Family Traditions in Latino American Poetry

4. Etleva Babameto, Albanian University, Albania
Educational Attainment and Employment Outcomes: A Study on the Synergy Between Higher Education and Labor Market

5. Magdalena Lemańczyk, Institute of Political Studies, Polish Academy of Sciences, Poland
Navigating Systemic Discrimination: Well-being of the German Minority Members in Poland

Day 2
20 September, 14.00-16.00 (building D 4112)

Session Chairs: Dr Magdalena Lemańczyk, Dr Marta Kulesza

1. Giulia Levi, University of Derby, UK
We are all humans, we are all the same: exploring civil society actors' efforts to rebuild community cohesion amidst the polarising discourse of Brexit

2. Mehak Rawal, Ambedkar University Delhi, India

The Lingua Franca Factor: Language Fluency, Socioeconomic Mobility, and Migrant

3. Laura Tufa, Research Institute of the University of Bucharest - Research Institute for Quality of Life-Romanian Academy, Romania
Cumulative discourses of exclusion in concurrent ageing regimes. The case of working life extension policies versus long-term care policies In Romania

4. Rika Yamashita, College of Economics, Kanto Gakuin University, Japan
Highly Skilled Professionals and Multiculturalism: Local MPs Speeches in Pakistani Festivals in Japan and Australia

5. Onyekachi Onuoha, University of Calabar, Calabar, Nigeria
Narrative Barriers to Social Inclusion of TTC Mothers in feminist African Novel

---

Session 4: Team of Drug-Induced Suffering (DIS) research

Day 1
19 September, 15.00-16.30 (building D 4061)

Session Chairs: Prof. Keiji Fujiyoshi, Prof. Michał Kwiatkowski

1. Yukiko Araragi, Otemon Gakuin University, Japan
Narratives of the Thalidomide victims and their parents in Japan; did they resist to the discourses of exclusion?

2. Masatake Hongo, Momoyama Gakuin University, Japan
The Three Factors That Triggered the Establishment of the Japanese Concept of Yakugai

3. Tomoko Nakatsuka, Shujitsu University, Japan
An Analysis of the Aim for Education of Drug-induced Suffering in Japan

4. Keiko Irie, The University of Kitakyushu, Japan ** video participation
The narratives of "new" identity: the younger generation of patients with HIV infection due to tainted blood product in Japan

5. Tomiaki Yamada, Institute of Social Theory & Dynamics (ISTD) & Norio Hayasaka, NPO Ryochan's, Japan
Against the discourses of exclusion ; The history of NPO Ryochans which had made the HIV infected not to be left alone by attending to them at their bedside.

Session 5: Team of Archives research

Day 1
19 September, 15.00-16.30 (building D 4112)

Session Chairs: Dr Magdalena Lemańczyk, Prof. Błażej Przybylski

1. Naoki Abe, Oita Prefectural College of Arts and Culture, Japan
Presence of Archives Technology as Catalyst for Community's Identity: Case Study of Local Government in Japan Utilizing Blockchain Technology

2. Misako Fukushima, University of Tsukuba, Japan
Immigration and Records Management in Japan

3. Youhei Jodai, Musashino University, Japan
The institutional design of the public records management system in Japanese local governments

4. Junta Okada, Dokkyo University, Japan
Progress and Problems of Records Management Laws in Japan: A Gap Between the Archival System and Information Laws

5. Kento Yamamoto, The University of Kitakyushu, Japan
Document Management Concerning the Activities of Religious Corporations in Modern Japan: From a Constitutional Law Perspective

6. Satoshi Yokodaido, Keio University, Japan
Democratic Value of Archives

7. Tsuyoshi Watanabe, Independent Clinical Psychologist, Japan
"Two types of human rights" suggested by the victim's perspective: Under the Japanese system of medical care and treatment for persons who have caused serious cases under the condition of insanity

Session 6
The Academy of Young Researchers" PTP [PTP=PERA Polish Educational Research Association] - UNESCO's MOST SCHOOL

Day 1
19 September, 11.00-13.00 (building D 4113)

Session Chairs: Dr Krystyna Heland-Kurzak, Prof. Mark Brennan

1. Kamila Dembińska - Doctoral candidate at University of Warsaw SOK Foundation, Poland
Overcoming Language Barriers in Education: A Dictionary of the Language of School Education as an Instrument of Social Inclusion

2. Emna Bouzid - Doctoral student and researcher at the Higher Institute of Childhood Studies, University of Carthage, Tunisia
Learning French through Musical Activities: Tunisian and Canadian Perspectives

3. Maja Gajda **-** Student at the University of Warsaw, Poland
Reframing: How to Put on Self-Reg Lens for More Empathy and Inclusion

4. Nigora Mamadaminova - Doctoral student - University of Warsaw, Poland
Becoming More Masculine than Males

Day 2
20 September, 14.00-16.00 (building D 4113)

Session Chairs: Dr Krystyna Heland-Kurzak, Prof. Mark Brennan

1. Aneta Szarfenberg - Doctoral student - The Maria Grzegorzewska University, Poland
The Power of „accepting speech" - the importance of conscious dialogue in anti-discrimination education

2. Jessica Nowak - Doctoral student - University of Bialystok, Poland
Linguistic barriers between juveniles and the society - the power of words

3. Zuzanna Chałubinska - MA student APS, Poland
The approach of the world's dominant religions toward the taking of life and suicide

4. Truong Thi Lan Nhi **-** Student at University of Warsaw, Poland
Training primary school teachers during the Digital Transformation Era in Vietnam based on the TPACK framework.

Art Exhibition by Gabriela Sołtysiak
Appropriation. Slave non-human bodies

Gabriela Sołtysiak is a graduate of the Academy of Fine Arts in Gdańsk, where she obtained a master's degree in art at the Faculty of Sculpture and Intermedia. In her work, she combines her passion for photography and mix-media by creating works that touch on difficult and current topics related to the appropriation of non-human bodies. Gabriela's work reflects her sensitivity to social issues, as well as her constant search for a variety of forms of communication. The artist's work has a deep and strong message. She explores topics related to emotions, equality and humanity, as well as strives for continuous development and believes that art has the power to transform reality.

About the exhibition: A collection of works that address the issue of the exploitation and abuse of non-human bodies by people in industry, science, culture, art, and everyday life. This topic describes aspects related to the determination that "animal = animal other than human"

Abstracts

Special Session: Korczak inspired contemporary discourses on children's rights

Batia Gilad - Former Chairperson of IKA
The language of love – relevance of Korczak's ideas on how to love a child; Korczak inspired contemporary discourses on children's rights
The book "How to Love a Child" was written by Korczak during wartime and expresses more than anything the concern for the child. A child as an individual, the child as part of the society of equals and society in general. In his style of writing, we can find his professional and educational experience, which is the basis of his unique submission to the child. His writing excels in sensitivity, concern, support, a smile and above all in the constant dialogue with the child which is the most significant expression of the love he extends to the young people for whom he devoted his life. Reflecting on the hundred years since Korczak wrote the book, we can note the great change in the status of the child. Today, children/young people are heard, they have rights anchored by law and carry out constant dialogue with adults. Educational systems in many countries have managed to adapt incorporating the participation of young people in the education and learning process. Today the child – counts!

Avi Tsur - The Korczak Education Centre
Caring for the Child's Rights and Responsibilities
As adults with life experience and familiar with the requirements, difficulties, and obstacles in the child's life how should we function as responsible adults to secure the safety of the child? "What is called for is neither despotic command, nor imposed discipline, nor untrusting control, but tactful understanding, trust in experience, cooperation, and coexistence. Respect for his/her lack of knowledge." (Korczak J., How to Love a Child, A Child's Right to Respect)

Agata Skalska - Research Archive Janusz Korczak, Düsseldorf University
Korczak's addressing of children on the basis of his image of the child as a social actor
Since the 1980s, at the latest, the image of the child as becoming has been supplanted by the image of the child as being. The child as an active participant in its own life is a prevailing perspective in both pedagogy and childhood research, wherein the emphasis lies on the child's agency. Presently, this perspective is augmented by the relational understanding of agency, which posits that the child does not inherently possess agency but that it is rather an outcome of social relationships and how children are addressed. Janusz Korczak is widely recognized for his progressive conception of childhood. However, a systematic analysis of his pedagogical works demonstrates the extent of his progressiveness. In the interaction between Korczak and the children, the children exhibit their agency, which is facilitated by his approach to addressing them. This lecture will briefly examine the contemporary portrayal of the child in childhood research, aiming to present approaches to this portrayal as early as those of Janusz Korczak. Korczak was cognizant of the necessity to address children in a specific manner to enable them to demonstrate their agency as social actors.

Arie de Bruin - Chairman of the Janusz Korczak Foundation, Netherland
Lessons for life
In Rotterdam, some primary schools carry out a project around the Jewish Children's Monument. Students investigate the historical background of the names on the monument from children who lived in their

neighborhood. They investigate the consequences of racism, anti-semitism and discrimination in the past and in their own lives. Rotterdam is a multicultural city, many children sometimes experience all kinds of racism and discrimination. In this lecture the project is explained and the results of the project become visible. Children learn about the Holocaust and they learn in the spirit of Korczak to respect each other and their backgrounds, to live together in a democratic way. The project was co-developed by the Janusz Korczak Foundation and Foundation Loods24/Joods Kindermonument Rotterdam.

David Ronan - Docteur en sociologie - Chercheur au CERREV (UR 3918), University de Caen
Love and concern for the "little" in Janusz Korczak. Axiological foundations of child-centred pedagogy.
Through work based on various materials (pedagogical and literary work of Korczak, testimonies of pupils, clandestine archives of the ghetto, etc.), I would like to highlight the importance of the motive of the little within his educational work in an attempt to account for the way in which love and concern for the "little one" makes it possible to develop a particularly demanding micropedagogy adapted to the fate of excluded and neglected children in his care within the orphanage of the Krochmalna Street. By drawing on the theorisation of the philosopher Miguel Abensour inspired by the work of Theodor Adorno around the 'little' and which he summarises through a 'posture' in the sense of a situation, a station near the detailed, the infinitesimal, held to be derisory, I will give an account of the way in which Janusz Korczak develops his love of children from a very great care given to the small events in the children's lives, to the small things, to the small animals, to the small details which are not synonymous with a contemptible and negligible little life but on the contrary with particularly important events to which great attention must be paid to allow at the same time a dignified life in the here-and-now of childhood without hindering the potential of "growing up". This "choice of the little one" probably constitutes one of the deepest axiological foundations of Korczak's educational work and a way of taking care of children's childhood, making it possible to outline the potential of a world to be transformed.

Session 1
Teacher Education and Social Inclusion

Agnieszka Szplit
Jan Kochanowski University of Kielce & The Association for Teacher Education in Europe (ATEE)
Bilingual education in pre-schools as an innovation in Poland
The EU's language policy promotes teaching and learning of foreign languages to children at their early ages to prepare them for life in an increasingly global society. Learning about different cultures can help children understand each other and bilingual education can offer them a solid base for an international future. Bilingual education and language immersion result in improvement of language skills, understanding and respect for other cultures, and bring a great variety of cognitive, social, personal, and economic benefits (Bertelle, 2011; Bialystok, 2011; Bialystok & Barac, 2012; Castilla, Restrepo & Perez Leroux, 2009; Kovacs, 2009; Zurer-Pearson, 2013). The training of bilingual competences should take place in pre-school context and everyday activities, and not be limited to foreign language education. However, in Poland, there is a high number of pre-school teachers not prepared to work in bilingual learning environments. The pre-school teachers struggle with several issues related to their misbeliefs concerning teaching foreign languages, lack of understanding of English, the need of changing teaching methods, and a lack of understanding how to integrate English and pre-school teaching content.
The speaker provides an overview of bilingual education theories and examples of good practices (Szpotowicz & Szulc-Kurpaska, 2009; Gadysz, 2009). She characterizes the supportive educational environment and show the way learning English becomes more similar to the mother tongue acquisition. She also describes a model of innovative language immersion pre-school education and present a program called 'Bilingual pre-schooler'. It

uses an innovative learning platform and provides a wide range of teaching materials for use in pre-school education, together with know-how and real scenarios. The speaker presents the findings collected in 4 semi-structured interviews with pre-school teachers. The research was conducted among pre-school teachers who use the innovative program. The qualitative data was analyzed with the use of a quilting method (Sauko, 2000). The speaker focuses on the following areas: problems with launching the program, teacher's role in introduction of the innovation into some pre-schools, parental involvement, and learning outcomes. The speaker recommends that bilingualism should become the basis for pre-school education as well as be embedded into a coherent teacher education curriculum.

Éva Thun
John Wesley Theological College, Budapest, Hungary
From Sound Comprehensive Policy to Fragmented Misrepresentations - A Mixed Bag of Discourses on Inclusive Education in Hungary
In 2003, the Pedagogical Framework for Inclusion, a detailed policy document was issued for public education institutions in Hungary. The document included the significance of change in teachers' attitude to valuing diversity, awareness raising about the presence of prejudice and stereotyping in the hidden curricula of schools, provisions for individual learning pathways, collaboration and partnership within and between the inclusive space, the importance of joint action by individuals, groups and institutions outside the inclusive field, and continuous renewal and continuous measurement and evaluation. It also identified the intersectional position of students as culturally, socially and individually affected by being outside the norm. Yet, the PFI policy has never been effectively implemented. A series of alternative discourses emerged as the stakeholders in practice and research went their own ways to represent their partial interests and appropriated the term. There has been no dialogue between the contesting interpretations, consequently the language of inclusion in education, today, appears in many forms, using such terminologies which could be viewed as erratic and misleading as compared to the language of theories on social exclusion and inclusion, e.g. 'co-education for the disabled'. The fragmentation of the discourse on inclusive pedagogy has led to omitting the social dimension, to avoiding genuine social responsibility, therefore rendering it not adequate to facilitate social change. In my paper, I intend to explore the contexts of and motifs for this phenomenon based on the texts of the contesting interpreters and to identify those nodes where interaction and communication can be initiated.
Keywords: inclusive education, policy-practice gap, Hungary

Elżbieta Górnikowska-Zwolak
University of Silesia in Katowice
Feminization of the teaching profession and androcentrism of the Polish language – will "any bread be made of this flour"? Opportunities for developing the potential of girls and women
A critical review of educational institutions and processes using the paradigms of social anthropology, feminist and social constructivism allows us to perceive an extremely important and rarely addressed problem: What are the opportunities for developing the potentials of girls and women with the participation of a school that uses androcentric language? The author uses a term to which Helena Radlińska attributed the greatest importance in upbringing: the invisible environment. And it makes us realize that the native language is the most important element of the invisible living environment, at the same time being an invisible environment itself. Its meaning is not realized by teachers and tutors. Therefore it is worth looking at female teachers (representatives of a profession dominated by women) who, immersed in language and unaware of its power, stand guard over the patriarchal world, upholding the dominance of men.
Key words: invisible language environment; androcentrism of language; female teachers; women's potential

Heather Manion & Shelley Jones
Royal Roads University
Childrens Rights Education, Social Change, and Local Language Landscapes in Uganda
Our 5-year participatory action research project on child rights education in primary schools in Canada and Uganda involves developing and implementing meaningful, contextually-relevant learning materials with

teachers In the British Columbia, Canada context, English is the sole Language of Instruction (LOI). In Uganda, however, as there are more than 30 Indigenous languages, MT is often the LOI for the early years, with English as a subject, to enable children to acquire fundamental knowledge and concepts in the language they know best. However, as there are few, if any, MT learning resources concerned with child rights and few MT (or even English) resources generally in the schools involved in this project, the Ugandan teachers created illustrated stories (then digitized) depicting child rights locally in both English and MT, which were shared with children, parents, and community members in Uganda. The stories not only supported children's learning about their rights in two languages, but also communicated to parents and community members that their and their children's local languages and cultures were valued and respected within the formal educational context. Additionally, Canadian teachers shared English versions of these stories with students, who were intrigued with learning about the lives of their Ugandan peers. In both contexts, the stories prompted discussion about changes that could further children's rights. We believe that respecting and integrating local language landscapes into research and programming concerned with child rights facilitates dialogue on how they can be understood, promoted, and realized in ways that will bring about social change.

Iryna Androshchuk
The Maria Grzegorzewska University
The role of the Polish language in the socialization of pupils, students and teachers in the Polish environment
The presentation will present the results of a study on the role of the Polish language in the social adaptation of Ukrainian students and pupils, as well as teachers who left Ukraine for Poland during the war. The respondents are participants of Polish language courses conducted under state and institutional programs in Poland.

Session 2
Language shaping Society

Tina Bartelmes
University of Bayreuth
Media Discourse on Food Poverty and Insecurity in Germany (March 2018 - 2024): A Framing Analysis
Food poverty and food insecurity have become a public health and political issue in Germany over the last few years. The study explores the portrayal of food poverty and insecurity in German media discourse from March 2018 to 2024, utilizing a corpus of 406 articles sourced from newspapers and online news platforms via the database NexisUni. Drawing on Entman's framing theory, this study analyses how media narratives construct notions of inclusion and exclusion in the discourse on food poverty and food security by reconstructing how the news media define the problem, its respective causes, the proposed solutions and the moral judgements offered. It also analyses the 'otherness' of the food practices of those affected by poverty in media discourses and thus how social boundaries are narratively and rhetorically drawn between the food practices of people in different social situations. Key findings reveal a complex interplay of discursive elements, shedding light on the ways in which certain dietary practices are depicted in relation to poverty, and the subsequent implications for social inclusion and exclusion. This study seeks to contribute to a deeper understanding of how media representations shape public perceptions and policy responses concerning food poverty and insecurity in Germany. By critically engaging with media discourse, this research underscores the importance of fostering inclusive narratives that

address the root causes of food poverty and insecurity, thereby promoting equitable solutions and fostering social cohesion.

Laura Vawter
Rostock University, Rostock, Germany
Media in Pink and Blue: Gender Identity Performance in Twitch Gaming Communities
The female and male "gamer" identity heavily influence the language actions of Multilinguals within the gaming community. Multilingual performance of the gamer identity can maintain gender stereotypes. These stereotypes are also reinforced by community members who participate in streams of multilingual gamers. Community members, gamers, and streamers in EU-based gaming communities often reinforce the cultural gender norms and confine gender performance to male and female genders. Violation of this strict gender performance can correlate to bullying and sexual harassment by members of the gaming community. Through Computer-Mediated Dialogue Analysis of Twitch streams, we explore the language actions of multilinguals in these spaces. We examine the derogatory language practices found in multilingual gaming communities, as well as the language practices that challenge cultural gender norms through the examination of female-centered slurs and male-centered colloquiums. The argument is presented that gaming communities, and their members, have the capacity to both reinforce and diminish gender stereotypes.
Key Words: Gender performance, multilingual, Computer-Mediated Dialogue Analysis, serious games

Aleš Hodes
Department for the Study of Religions, Faculty of Arts, Masaryk University
Organizing spontaneous grammars in hegemony-building of right-wing populism, and religious legitimization of autonomy in debates about social inequality
This paper will present the provisional results of a wide-ranging discursive analysis of elite political and religious figures, parties, think tanks, congregations, and initiatives mainly affiliated with Christian traditions, in the case of two nation-state contexts, the United States and Poland. My research endeavor sought to embed the organization of social categories and identities under study, representing cultural and economic intersections of social inequality, in the global context of transformations of social formations, which are characterized by the disorganization and disarticulation of collective demands reinventing the power competition in fluctuating mass mobilization of emotive outreach as the new terrain of Gramscian hegemonic politics. This issue will be demonstrated in cases, where religious and political actors identify and advocate certain models within the public-private nexus to address social crises while interpreting the key concepts such as autonomy and security within political metaphors of ideological forms and through organizing, codifying, and legitimizing certain spontaneous grammars.

Agata Michalowska
Independent educator, Warszawa
Self-perception among young, socially engaged women in Poland. Qualitative study of self-identified strengths and motivations in the context of contemporary femininity.
The present moment is marked by deep social, cultural, technological and environmental changes which are reshaping the lives of populations around the globe. In this time of flux, resilience is often necessary to thrive and be an active member of society. The author's qualitative study focuses on the self-perception of socially engaged young women in Poland. Their activism can be seen as an expression of resilience - self-efficacy, agency, confidence and a sense of purpose are elements of resilient behavior. In a series of interviews, the author analyzes the women's self-narratives, specifically the self-identified strengths and motivations that drive and sustain their social engagement. Attention is paid to aspects of their environment (networks, access to resources) which support their development and influenced their view of self. The young women are asked to reflect on their self-perception in relation to the perception of women and 'the feminine' within their environment and the broader culture. The language used by the interviewees is analyzed for its connection to changing cultural norms and expectations.

The author will map out the commonalities and differences within the gathered self-narratives and opinions on contemporary femininity. The study offers an interesting view into the inner worlds of young Polish women, as they navigate both our challenging times and changing gender norms. The research is conducted in Polish and presented in English.

Simpi Srivastava

Nanyang Technological University, Singapore

Understanding Communication Dynamics in Romantic Relationships: Insights from Modern Middle-Class Young Adults Living in New Delhi, India

This qualitative study explores the evolving role of communication as a catalyst for intimacy within romantic relationships in middle-class young adults living in New Delhi, India. Employing semi-structured interviews, both married and unmarried individuals were engaged to understand pre-marital and post-marital communication patterns. Findings underscore the pivotal role of communication in nurturing shared understandings and validating partner identities. The quality of communication has become a fundamental aspect of contemporary romantic relationships. Effective communication, encompassing verbal and non-verbal cues, emerges as a cornerstone for building shared understandings and resolving conflicts. Gendered evaluations of pre-marital and post-marital communication reveal nuanced differences, with societal expectations often placing the onus of emotional expression and relationship maintenance on women. Meanwhile, men often struggle with expressing emotions and conflict resolution. The findings suggest that men and women develop distinct verbal skills and communication styles due to their diverse sociolinguistic backgrounds and childhood socialization experiences. There is disparity in the style of communication where women tend to seek greater emotional intimacy in romantic relationships as compared to men. However, it also suggests a reciprocal relationship between communication and satisfaction, where poor communication may be both a cause and consequence of relationship distress. This study aims to provide valuable insights into the importance of understanding the intricate interplay between communication dynamics and intimacy to inform interventions aimed at strengthening romantic relationships in urban Indian contexts.

Keywords: Communication, Intimacy, Gender differences, India

Zhiwei Wang

Edinburgh Sociology, School of Social and Political Science, University of Edinburgh

Being an CHINA Online Everyday Discursive (Re)production of Internet-Mediated Chinese National Identity in the Era of Consumerism and Fandom

A further investigation into how Chinese national(ist) discourses are daily (re)shaped online by diverse socio-political actors (especially ordinary users) can contribute to not only deeper understandings of Chinese national sentiments on Chinas Internet but also richer insights into the socio-technical ecology of the contemporary Chinese digital (and physical) world. I adopt an ethnographic methodology with Sina Weibo and bilibili as fieldsites. The data collection method is virtual ethnographic observation of everyday national(ist) discussions on both sites. On each fieldsite, I observe how different socio-political actors contribute to the discursive (re)generation of Chinese national identity on a day-to-day basis with attention to forms and content of national(ist) accounts that they publicise on each fieldsite, contextual factors of their posting and reposting of and commenting on national(ist) narratives and their interactions with other users about certain national(ist) discourses on each platform. Critical discourse analysis is employed to analyse data. From November 2021 to December 2022, I conducted 36 weeks observations with 36 sets of fieldnotes. Based on fieldnotes of the first weeks observations, I found multifarious national(ist) discourses on both fieldsites. Second, Sina Weibo and bilibili users have agency in interpreting and deploying concrete national(ist) discourses despite the leading role played by the government and the two platforms in deciding on the basic framework of national expressions. Third, the (re)production process of national(ist) discourses on Sina Weibo and bilibili depends upon not only technical affordances and limitations of the two sites but also some established socio-political mechanisms and conventions in offline China.

Keywords: national identity; national(ist) discourse(s); everyday nationhood/nationalism; Chinese nationalism; digital media.

Muhamad Supraja
Yogyakarta Gadjah Mada University
Building the Importance of Language Awareness
Language is an important tool for creating a reality, without language, in this case, concepts or theories, a person can easily fall into various forms of reproduction of past realities which tend to be unproductive repetitions. With language, as reflected in the formation and selection of perceptions, concepts, and theories, a person creates a newer and more productive world.

As creatures who like to play (Homo Ludens) including playing with language; concepts, perceptions, and theories, then humans have great potential to create a world of their imagination. An individual who is productive and rich in various aspects of language has great potential to create a more humane, broader future and is not easily trapped in various forms of reproduction and termination.

Building language awareness means developing awareness of the importance of the role of thinking, philosophizing, and thinking critically. Because only with the capital of mastery and richness of such a language, the new world that will be created can potentially be realized. Failure to produce language will result in failure and darkness in the world of the future.

Keywords: language, perception, concept, theory.

Xi Chen
Institute of philosophy and sociology
Regarding Language: Nietzsche and Anthropology
In connection with scholarship of linguistic anthropology, this essay intends to dissect Nietzsche's theories of language, by paying attention respectively to rhetoric, metaphor, epistemology, cognition, and the body. The essay will lay out close examination of Nietzsche's philosophy of language. And cultural comprehension of multiple elements in relations to linguistic theories, including literary meanings, poetics, temporality, physiology, human biology, and physical and psychological illnesses, will also be analyzed.

Ven. Jonathan Chidomere Egesi
Imo State Polytechnic, Omuma, Oru-East, Nigeria
Understanding staff development and improved productivity in Nigeria: an appraisal
Staff as a concept has been defined by scholars of different background and nomenclature from different angles. In a simple parlance, staff means workers. It is important to establish at this juncture that there are various aspects that make up the industrial circle. Here, we talk about recruitment, promotion, and various other things that are work related. But for our purpose here, our interest is workers or staff development. Workers development can be taken for any act, activity, effort or step taken by an organization, company or employer of labour to make her workers perform better or optimal more than they would have performed or done if not for the training. Staff development can take place before hiring or even after it. The essence of which is to bring out the best in the workers or better still make them abreast with the ways of rendering effective service to customers. At organizational level when workers perform better there will definitely be improved productivity which in turn positively affect productivity at the national level which give birth to development. This is occasioned by employer's negligence of staff development while expecting improved performance. Oral interviews, questionnaire, text books and the internet supplied data for a analysis. The development theory was adopted for theoretical framework, thereafter, recommendations and conclusion was drawn.

KEYWORDS: Understanding, Staff, Development, Improved Productivity.

Gentaro Kato
Otemon Gakuin University
Young People's Expressions and the Communication Environment in Contemporary Japan: Thinking from the Nominalising Suffix â-miâ

This presentation focuses on the cultural situation of young people and the communication strategies embedded in euphemisms through an analysis of contemporary Japanese youth language.

The use of the nominalising suffix '-mi' for adjectives and other words that are not normally connected has been expanded in recent years. Yabami (dangerous-ty, but several meanings) or tsurami (painful-ty) were seen since around 2014; wakarimi (understand-ty) is deep or the XX-mi of his hair style is amazing since around 2018, and I saw oppa-mi, which is a vocabulary connected with a Korean word.

According to Tanaka (2020), many respondents said that '-mi' is used to soften expressions, to avoid assertions and to indicate that it is just a personal feeling. From a linguistic perspective, the noun forms of 'kanashii (sad)' include both 'kanashisa' and 'kanashimi', but the latter is an expression that is more likely to be someone's emotion.

In contemporary society, where diverse sensibilities are tolerated, it is understandable that expressions that avoid objective assertions are preferred. Japanese expressions are said to predominantly be ambiguous, but particularly in face-to-face communication among young people, speakers may choose expressions that leave room for interpretation to prevent discord with their listeners.

Cecilia Zsögön
UNESCO Janusz Korczak Chair, APS
Integrating Critical Pedagogy and Buen Vivir: Holistic Educational Approaches from South America
This paper discusses the possible articulation between two cultural and educational perspectives from South America: critical pedagogy and the paradigm of "Buen Vivir" (good living). Critical pedagogy, primarily based on the work of Paulo Freire, emphasizes the development of critical and reflective individuals who are socially responsible and culturally aware. We argue that this theory can be complemented by the paradigm of "Buen Vivir", rooted in the traditional knowledge of Indigenous Peoples, which seeks happiness through respect for cultural and environmental diversity, as well as equality and solidarity. This concept has profound political and pedagogical implications, offering a holistic and meaningful approach to education and life, grounded in respect for nature and all living beings.

Language and tradition play crucial roles in this process, as they are fundamental to understanding and preserving cultural heritage. In a world marked by violence and injustice, knowledge is not, and should not, be neutral. Instead, students must be active citizens committed to social realities. We believe these notions could help students develop a perceptive and investigative awareness of cultural situations and their own identities. Rooted in the cosmovision of the Quechua peoples of the Andes, "Sumak Kawsay" or "Buen Vivir" describes a way of life that is community-centric, ecologically balanced, and culturally sensitive. By integrating these pedagogical perspectives, we can foster a more inclusive and equitable approach to education and societal development. Key words: Critical Pedagogy – Good living - Education – South America

Session 3
Language, Migration and Social Inclusion

Frida Petersson
Department of Social Work, University of GOTHENBURG
The needle and the damage done: drug narratives among people with an early injection debut
Representations of people injecting drugs as marginalized "Others" constitute a consistent feature of both public discourse and popular culture. These negative representations of the "junky" and users of needles emerge in discursive contexts saturated with power/knowledge relations, limiting the stories that can be told and producing stigmatized identities.

This paper examines the stories of people who began injecting drugs at a very early age about their lives and current life situation. Data comprises 21 individual interviews carried out in three high-income countries – Sweden, Switzerland, and Wales – representing different approaches to drug policy and "best treatment practices". Harm reduction (the prominent drug policy approach in Switzerland and Wales) is often cast as an emancipatory approach to drug use and contrasted with an abolitionist, paternalistic system (represented by Sweden).

Drawing on a narrative approach, the interviews are analyzed as "discursive accomplishments" (Gubrium and Holstein 2000), meaning that the stories people tell about themselves and their lives are considered as situated practices, co-constructed in talk. This paper illustrates and analyses both the identities that are produced in the interviewees' talk, how they orient to categorisations attributed by others, and how local contexts (immediate setting of the interview) and wider, societal contexts are intimately linked.

Hannilette Anne Diola

PH Ludwigsburg, Helwan University

An Examination of Pre-Departure Soft Skills Training for Filipino Healthcare Professionals Migrating to Germany

This research examines pre-departure training programs given to healthcare professionals migrating from the Philippines to Germany with particular focus on the soft skills component of training.

Applying qualitative content analysis to process semi-structured interviews with practitioners and participants in various training programs, this study gives insight into the experiences of healthcare professionals pre-departure to Germany while exploring possible gaps in the pre-integration training process.

This research shows that while soft skills training is yet to be integrated into pre-departure programs, training managers and German language teachers exert considerable effort into training proper etiquette and setting the expectation of healthcare professionals.

Giulia Levi

University of Derby

We are all humans, we are all the same: exploring civil society actors' efforts to rebuild community cohesion amidst the polarising discourse of Brexit

This paper draws from data collected during ethnographic fieldwork with civil society practitioners working with diverse communities in Dorset (UK) after the Brexit referendum. The research builds on literature on the relation between civil society and community cohesion policies introduced since the early 2000s during New Labour' and explores how civil society practitioners see their role in the post-Brexit referendum period. In particular, it explores how civil society organizations (CSO) staff interpret the policy concept of community cohesion and how their understandings at the micro-level coincide with or distance from narratives underpinning community cohesion policies at the macro-level.

The case study of Dorset shows that civil society practitioners attempt to re-create cohesion promoting cross-community events that bring to the fore the common humanity of participants. The language of common humanity counters policies approach that blame migrants to fail to integrate and it can be seen as a strategy to operate in a non-confrontational way in a highly politically polarised environment. At the same time, it shows practitioners tendency to de-racialise their language, leaning towards an a-political multiculturalism, to avoid being seen as too political and jeopardise legitimacy and funding.

This paper contributes to the literature on the connection between policy language and social change exploring CSO challenges of operating at the intersection between, on the one hand, policy documents calling for a renewed attention on community cohesion and, on the other, exclusive policies resulting from a decade of increased antagonism toward immigration.

Key words: Community Cohesion, Civil Society, United Kingdom, Immigration, Brexit

Etleva Babameto

Lecturer at Albanian University

Educational Attainment and Employment Outcomes: A Study on the Synergy Between Higher Education and Labor Market

The contemporary dynamics in a globalized and digital technology-driven society calls for an increased skill-based and market-oriented education system. Within this setting, efforts have been made and steps taken across the region to adopt the higher education system after the European model. Being a nodal point between learning and work, the University as an institution is expected to equip students with relevant skills and competencies not only to find stable employment after graduation, but also to adapt them to labor market needs. Yet, higher education in the Western Balkans has so far proved unable to keep up with the European pace. How is it that so many students graduate but still, are unemployed!? Precisely, this study seeks to explore the inter-related dynamics of the higher education delivery and labor market demands from the perspective of both graduates and employers as a typical showcase of the social, economic, cultural and political Balkan stage. Also, Albania presents a more detailed illustration of the case in point. Based on a qualitative methodology, the study looks into a rich stock of primary and secondary sources to answer the research question of why there is a mismatch between higher education and labor market and how to fix it. A number of semi-structured interviews with students and employers will complement the analysis. This will help to identify and address the drivers of such a discrepancy and come up with recommendations aiming a quality and effective higher education system that leads to a long-term graduates' career accommodation at home and abroad.

Magdalena Lemańczyk
Institute of Political Studies, Polish Academy of Sciences
Navigating Systemic Discrimination: Well-being of the German Minority Members in Poland
The paper focuses on an analysis of the opinions and attitudes of members of the German minority in Poland regarding formal discrimination against the group. Selected issues are discussed, including opinions regarding the current socio-political situation, emotional reactions to the phenomenon, assessment of the influence of this conflict on the functioning of the German minority and migration trends, evaluation of the activity of the group's leaders, as well as opinions on the group's support from society or Polish and German politicians. The processes of mobilization of members of the German minority and awareness of core values are shown, resulting in concrete actions in the educational, political and identity spheres. In addition to the negative effects of group discrimination, a positive aspect is shown, i.e. an expanded networking process, expressed in the cooperation of the minority, local governments, NGOs, some political parties (in Poland and, for example, in Germany), academia, the business environment and parents of children learning German as a minority language.
The paper draws on the results of qualitative sociological research conducted in 2020-2022 among 55 members of the German minority in Poland. The study employed the method of an individual in-depth interview and the content analysis.
Keywords: discrimination, German minority, language rights, well-being.

Laura Tufa
Research Institute of the University of Bucharest - Research Institute for Quality of Life-Romanian Academy
Cumulative discourses of exclusion in concurrent ageing regimes. The case of working life extension policies versus long-term care policies In Romania
Recent changes to the Romanian pensions system have been inspired by so-called active ageing policies. Although promoting EWL, these policies follow a general international move towards easing the burden for pension systems. The previous National Strategy for Active Aging (2015-2020) primarily addressed ways of increasing older workers' labour market inclusion, focusing on changing retirement plans and part-time work arrangements. After a steep turning point towards a rhetoric of protection during the Covid-19 pandemic, the new strategy for 2023-2030 maintained this shift away from employment-centric policies and towards broader initiatives aimed at improving older groups' welfare. Specifically, it seeks to attain this by improving long-term care and social inclusion overall rather than addressing employment laws for older workers. In the context of

massive support for cheap migrant labour, the discourses of care for older workers alternate with those of support for late retirement. Focusing on the way employment and care policies for ageing groups have evolved during the last decade, I argue that there are different concurrent ageing regimes that pattern different exclusion discourses for older populations, which in turn maintain a rather unharmonized policy arena.

Keywords: discourse of exclusion, ageing policies, working life extension.

Rika Yamashita

College of Economics, Kanto Gakuin University

Highly Skilled Professionals and Multiculturalism: Local MPs Speeches in Pakistani Festivals in Japan and Australia

Many developed countries today expect to receive highly skilled and professional migrants, in the name of economic growth. Migration from South Asia to the Asia-Pacific countries, such as Japan and Australia, has rapidly increased over the past decade. For decades, the ideal notion of 'multiculturalism' has been available as a source in advancing social inclusion. However, has it been effective enough? Representations in the host society likely shape and influence further how the society views a particular migrant community, as well as how the migrants' construct identities. But few studies have addressed this issue, as it involves multiple factors.

To critically examine the notion of multilingualism through language, this paper explores the speeches made by local MPs of the majority racio-ethnic background, in the Pakistani community events in Tokyo, Japan and Brisbane, Australia. While these events were not related to each other, they were both organized by the respective Pakistani communities and in a major open public location that expects audience who may not be Pakistanis. In addition to using Critical Discourse Analysis, the speeches will be analyzed with its social and ethnographic context in mind. One finding is that in both cities, the discourse of personal friendship appears.

The findings inform the directions in which social inclusion and (ethnolinguistic and cultural) diversity can be envisioned in language and citizenship education.

Mehak Rawal

Ambedkar University Delhi

The Lingua Franca Factor: Language Fluency, Socioeconomic Mobility, and Migrant

Inclusion Migration, a phenomenon seen since the beginning of time, is a process of individuals or groups relocating from one geographical area to another for economic opportunities and the availability of necessary amenities. With migration, changes in the environment and cultural factors influence how people live and survive in response to the contemporary environment. Language is a carrier of one's culture, identity, and heritage, which also moves along as a person migrates. Migration is fundamentally linked to language. It is a catalyst for linguistic diversity and evolution. Better language ability leads to faster acceptance in the host nation, higher returns on human capital, and better career prospects, impacting society, education attainment, and family life. Countries with high English fluency usually observe a low fertility rate, high spousal quality, and low probability of divorces. Migrants who are fluent in the native language earn 5-35% more than those who are not. There exists a complex relationship between language and migration. Migration helps migrants integrate into host societies while conserving their linguistic history. However, it can also contribute to language loss within migrant communities because subsequent generations tend to adopt the prevalent language of the host country. This paper explores the relationship between language and migration, the effect of linguistic factors on the integration of migrants in host countries, and how migration catalyzes linguistic diversity and evolution using case studies of countries like India and the Caribbean. The findings have implications for policy-making to foster inclusive societies and promote linguistic diversity in migrant-receiving communities.

Keywords: Migration, Language, Multiculturalism, Linguistic diversity

Amal Nasser Frak

University of Baghdad/ College of Education Ibn Rushd for Human Sciences

Exploring Discursive and Linguistic Barriers to Social Inclusion through the Lens of Family Traditions in Latino American Poetry

This research delves into the intricate tapestry of Latino American poetry, specifically examining the multifaceted dimensions of discursive and linguistic barriers within the context of family traditions. Through an in-depth exploration, the study seeks to unveil how these barriers intersect with and impact social inclusion. The methodology involves a comprehensive analysis of a diverse range of Latino American poems, scrutinizing linguistic nuances and discursive patterns embedded in the portrayal of family traditions. By elucidating the ways in which these elements contribute to or hinder social inclusion, the research aims to shed light on the often-unexplored dynamics shaping the Latino American experience.

Key themes revolve around the negotiation of identity, intergenerational communication, and the evolving nature of cultural expression within the poetic realm. By contextualizing family traditions as a pivotal lens, the study unravels layers of meaning that extend beyond the literary, offering insights into the broader socio-cultural implications.The findings not only contribute to our understanding of Latino American poetry but also provide a nuanced perspective on the intricate interplay between language, discourse, and social dynamics. Ultimately, this research serves as a valuable resource for scholars, educators, and policymakers interested in fostering a more inclusive understanding of Latino American experiences. It underscores the importance of recognizing and addressing linguistic and discursive barriers as integral components of the broader discourse on social inclusion within this vibrant literary tradition.

Key Words: Social Inclusion, Latino American Poetry, Linguistic Barriers, family traditions, negotiation of identity

Onyekachi Onuoha

University of Calabar, Calabar, Nigeria

Narrative Barriers to Social Inclusion of TTC Mothers in feminist African Novel

The feminist African novel questions social practises and exclusions based on gender and social expectations of women. Procreation is the premise for marriage in African traditional society. When there is no procreation, such a marriage is believed to be cursed, incomplete, and a source of classifications and exclusions for the woman. It takes two in traditional African society to entangle and procreate. However, when couples fail to procreate as expected by their parents, relations, and communities, pressure is mounted on the woman, and she is excluded by certain narrative discourses of her fellow women that attempt to stigmatize, classify, deprive, and exclude the TTC mother from all forms of social gatherings by her fellow women. It is against this backdrop that this paper examines the narrative barriers to social inclusion of women trying to conceive (hence TTC). This paper analyzes the female images of TTC mothers constructed in feminist African novels to reveal the feminist unexamined thought behind the female gazing of TTC women. This study accounts for narratives and social barriers to inclusion of TTC mothers by mirroring the society in which the novel is produced. This paper applies feminist deconstruction theory and the concepts of 'proximity' and 'gaze' to examine Emecheta's The Joys of Mother and Dike's Dear Kelechi. This study submits that there are narrative choices in interpersonal discourses by 'mothers' that enforce social barriers in the inclusion of TTC women in African feminists novels. These narrative choices by women constitute social barriers and lead to various forms of suffering and denigration of TTC women.

Keywords: TTC Mothers, Procreation, Inclusion, African Novel, Feminism

Mariam Anana

Mountain Top University

No Gree For Anybody: A Sociolinguistic Multimodal Discourse Analysis Approach

Language shapes societal harmony, disharmony and all issues in life. Every linguistic atmosphere is dependent on Language's appropriateness or inappropriateness of its applications in different contexts. Intermittently,

neologisms filter into every society and people consciously and/or unconsciously apply them in their daily interactions and transactions. No gree for anybody is a coined expression that filtered into Nigeria's linguistic society in the New Year, precisely, January 2024. This new utterance has become a mantra (with seemingly unifying powerful influences). Almost all Nigerians use this expression every time of the day. Its origin is unknown but its impacts have already been felt in almost all areas of formal and informal contexts in Nigeria. No gree for anybody is very ambiguous; so, there are tendencies for people, especially the youths to misinterpret it. This research attempts to contribute to this manta with a view to: (i) explaining the meaning so this utterance, (ii) identifying its various contextual uses and (iii) suggesting appropriate contextual and metaphorical uses. This is a qualitative-descriptive research that adopts symbolic Interactonalism and Intersemiotic multimodality as theories. It is believed that the findings of this work will enable people to understand and apply, No gree for anybody in the right contexts so as to attempt to create a progressive society.

Session 4
Team of Drug-Induced Suffering (DIS) research

Yukiko ARARAGI
Otemon Gkuin University

Narratives of the Thalidomide victims and their parents in Japan; did they resist to the discourses of exclusion?

The DIS by thalidomide, which was developed in West Germany in the late 1950s, was a worldwide phenomenon. Japan was one of the countries affected. In Japan, thalidomide was marketed in combination with sleeping pills and stomach pills. Pharmaceutical company stopped selling about six months after the "Lenz warning" in November 1961 (no recall), resulting in the birth of a uniquely disabled child until 1969 (309 survivors). It is said that if prompt action had been taken, half of these cases could have been prevented.

Parents of handicapped children were the first victims of thalidomide. At a time when discrimination against people with disabilities was even stronger than it is today, they themselves internalized the stigma and even wished for the death of their children. They focused on how to treat the disabilities and formed a parents' group to appeal for relief for their disabled children. Of course, some of them filed lawsuits. However, they did not do so out of a sense of civil rights, but rather to make it clear that the cause of their children's disabilities was not genetic or other intrinsic factors, but rather medicine.

On the other hand, the children's stories were revealed in press reports and published memoirs in conjunction with the International Year of Disabled Persons, which took place just as they were coming an adult. Many of them extended their possibilities through their own bodies, for example, by using their legs instead of their hands, rather than through medically developed prosthetics, as their parents had hoped. Some had been abandoned by their parents, deprived of the intimate relationships with concrete others that would have provided them with a sense of self-dignity and security. Although perhaps an extreme case, the traumatic experiences of their childhood, as well as the damage to their physical health, have persisted to the present day. This paper aims to realize their perception of disability by analyzing their narratives of suffering.

Keywords: people affected by thalidomide, narratives, disability discrimination

Masatake HONGO
Department of Sociology, Momoyama Gakuin University

The Three Factors That Triggered the Establishment of the Japanese Concept of Yakugai

This presentation reveals how the concept of Yakugai (drug-induced suffering [DIS]), which refers to the negative impact on health caused by pharmaceuticals as well as psychological and social damage over a lifetime, has been established in Japan.

There are three main reasons for establishing this concept. The first was the SMON (subacute myelo-optico-neuropathy) lawsuits. SMON is a neurological disorder caused by quinoform preparations that frequently occurred in Japan in the 1950s. In the SMON lawsuits, Yakugai was presented following an example of an environmental pollution (Kougai) lawsuit.

The second was the Yakugai AIDS lawsuit filed in 1989. HIV infection through HIV-contaminated blood products (Yakugai AIDS) has become a major social issue worldwide. Consequently, some previous Yakugai victims in Japan began to feel that the same Yakugai reoccurred. Therefore, they became acutely aware of the identity of Yakugai victims, which led to their later organization.

In 1999, the third group of Yakugai victims was established to oppose the removal of textbooks. This opportunity led them to unite, which played a major role in the organization of subsequent Yakugai victims. The concept of Yakugai was established through the history of victims' movements unique to Japan, and it is expected that it will further expand and change. In addition, I explore the possibility of understanding Yakugai by comparing it to similar concepts from overseas, such as biological citizenship.

Keywords: Yakugai, AIDS, victim

Keiko Irie

Shimonoseki University of Kitakyushu

The narratives of "new" identity: the younger generation of patients with HIV infection due to tainted blood product in Japan

Since the 'AIDS panic' patients who contracted HIV infection due to contaminated blood products have faced challenges due to the stigma of HIV/AIDS. In some cases, patients did not know whether they were infected due to the non-disclosure policy of infection by medical providers, which caused anxiety and isolation for a long period. Moreover, they have also experienced deaths of people with the same disease. Even in the midst of these difficulties, patients have considered the settlement of the trial in 1996 as the start of their lives, and have worked on their career path or have consciously chosen to live positively. This study discusses their motivation for a positive life through the analysis of data from interviews conducted with 27 individuals, including patients, doctors, and medical workers. The findings reveal the source of the suffering to be the fact that some persons continued to feel like they are the 'victim'. Others had a different experience towards infection in terms of HIV and hemophilia. In conclusion, the age of the patients at the time of infection and the AIDS epidemic impacted their perception and feelings.

Tomoko Nakatsuka

Shujitsu University

An Analysis of the Aim for Education of Drug-induced Suffering in Japan

Education of drug-induced suffering (DIS education) in Japan was promoted by the movement of victims and supporters based on the goal of eradicating drug-induced suffering. DIS education is an education that aims to create a society in which drug-induced suffering education does not occur again by learning about the history and structure of drug-induced suffering from similar cases in the past.

Victims continued to advocate the necessity of DIS education with the aim of preventing the recurrence of drug-induced suffering. Pledges and recommendations were made calling for the promotion of DIS education in several drug-induced suffering cases, and DIS education was institutionalized. Currently, secondary education such as junior high schools and high schools have created teaching materials to learn about drug-induced suffering, and teaching materials are distributed to students nationwide. In addition, in higher education that

trains medical professionals, drug-induced suffering is included as part of the model core curriculum, and classes are held to listen to the problems of drug-induced suffering and the voices of victims.

   Drug-induced suffering is a phenomenon that arises as a distortion of society in which the social division of labor has progressed and has become a social problem. Drug-induced suffering is not simply a side effect of pharmaceuticals, but a disaster brought about by people's interactions through medicines. Therefore, it is necessary to learn about drug-induced suffering not only as a matter that should be dealt with by specialists who handle pharmaceuticals, but also as a social issue that all the members of society should cope with.

TOMIAKI YAMADA - NORIO HAYASAKA

Institute of Social Theory and Dynamics

Against the discourses of exclusion; The history of NPO Ryochans which had made the HIV infected not to be left alone by attending to them at their bedside.

NPO Ryochans is the NPO which offers the social and psychological supports to HIV infected people including hemophiliacs who were infected during 1980s' so called AIDS Disaster in Japan.The founder of this NPO is Mr.Ryouji Fujiwara who was also HIV infected Hemophiliac and developed AIDS symptoms in 1995 when no effective therapy was invented for HIV-AIDS. In short, this development virtually suggested forthcoming death. The HIV infection stigmatized the infected and thrown them in the whirlpool of the discourses of exclusion. In the late 1980's, the AIDS Panic occured in Japan, and the HIV infection was regarded as a mortal danger to other people and both the infected and presumed infected including hemophiliacs had been abhorred and avoided any encounters for fear of possible transmission. For example, it is reported that the attendance to funeral was not exception; no one but their parents attended the funeral of them, when the exact cause of the death was often concealed. In the midst of this adversity, Mr.Ryouji did welcome many visitors who overcome the fear of transmission and cared for him in the hospital when he developed AIDS symptoms in 1995. Within 100 days of hospitalization, he miraculously recovered from AIDS, after this experience, he decided to found a NPO which make the HIV infected not to be left alone by attending to them at their bedside and encouraging them. This might be the first step to resist against the discourses of exclusion and discrimination. The various supportive activities developed from this origin will be introduced and explained in the presentation.

Session 5
Team of Archives research

Misako Fukushima

University of Tsukuba, Ibaraki, Japan

Immigration and Record Keeping in Japan

The presentation will introduce record management systems for accepting foreign workers in Japan based on immigration and residency management.

Youhei JODAI

Musashino University (Tokyo, Japan)

The institutional design of the public records management system in Japanese local governments

In Japan, the central government has established well-developed archives management facilities such as the National Archives of Japan. In contrast, local governments have not yet reached the same level of development. A total of 1,741 urban municipalities exist in Japan, of which only 105 (6.0%) have archives and 47 (2.7%) have legal provisions guaranteeing residents' rights to the management and use of official documents. For Japan's local municipalities, there is an urgent need to first ensure the functioning of the system for the management of official documents and the guarantee of residents' rights to the preservation and use of official documents. This can be achieved by clearly stipulating these in legal provisions.

In view of the current situation described above, the following questions will be posed. This research question seeks to examine the social, legal, and cultural background to the management of official documents in the Japanese local system.

a) What factors contribute to the absence of a greater need for the development of archives and legal systems of archives management in local government in Japan?

b) What factors prevent the establishment of archives and legal systems of archives management in local governments?

c) To what extent have local government residents demands for the rights of access to information and protection of personal data been fulfilled?

d) What elements should be included in the legal system of public records management in local government in Japan? What legal culture can facilitate the implementation of this system?

Key Words: Local archives, legal systems of archives, Japanese local governments

Junta Okada

Faculty of Law, Dokkyo University, Japan

Progress and Problems of Records Management Laws in Japan: A Gap Between the Archival System and Information Laws

The archival system and records management laws in Japan have been evolving over the past two decades. A pivotal moment was the enactment of the Public Records and Archives Management Act of 2009. These systems and laws govern the information that the government obtains, creates, uses, preserves, or disposes of. For this reason, archival laws can be considered an essential component of information laws, which include privacy laws, freedom of information laws, and national security information laws.

Most Japanese textbooks on constitutional theory treat information laws as the foundation of a liberal democratic society. However, few of these textbooks adequately explain the importance of archival laws. There appears to be a gap between the archival system and information laws. This presentation will attempt to identify the factors contributing to this gap and suggest possible ways to bridge it.

Kento Yamamoto

Associate Professor at The University of Kitakyushu, Japan

Document Management Concerning the Activities of Religious Corporations in Modern Japan From a Constitutional Law Perspective

The issue of how public authorities should interpret the activities of religious corporations has been controversial in countries where the constitution law not only guarantees freedom of religion but also mandates the separation of church and state. This presentation will examine how the Religious Corporations Act governs document management within the framework of the Japanese Constitution, which upholds the principles of freedom of religion and the separation of church and state. Under this Act, religious corporations must always keep documents such as the articles of incorporation, the written certification, a list of officers, the inventory of assets, the income and expenditure statement, and documents concerning a house of worship. Furthermore, amendments made in 1995 require these documents to be submitted annually to the competent authority. These amendments also recognize the right of a believer or any other interested person to request access to these documents. The competent authority is also granted the authority to question religious corporations in specific

cases. These reforms aim to ensure that the activities of religious corporations are fair and democratic and enable the competent authority to understand their operations accurately. Recently, the authority to question has been invoked for the first time against the Unification Church, and it has been controversial. This presentation will explore whether mandatory document management as required by law is justified in light of its purposes and objectives and how the constitutional provisions of freedom of religion and the separation of church and state influence this requirement.

Keywords: Japan, Document Management, Religious Corporations, Constitutional Law, Religious Archives

TSUYOSHI WATANABE

Nerima Watanabe Psychological Counseling Room

"Two types of human rights" suggested by the victim's perspective: Under the Japanese system of medical care and treatment for persons who have caused serious cases under the condition of insanity

Japanese system of medical care and treatment for persons who have caused serious cases under the condition of insanity (hereinafter called MCTIP) aims at promoting the reintegration of people who have committed serious acts of harm to others, such as murder or arson, while in a state of insanity or mental deterioration. For those eligible of MCTIP, specialized medical care will be provided by designated medical institutions, and the probation office will adjust the living environment after discharge and ensure necessary medical care and support. In terms of judicial procedures, they are not prosecuted or are innocent even if they are indicted, and are not considered criminals eligible for correction.

On the other hand, also in cases of MCTIP, there are also victims and their families, but once the perpetrator is treated under MCTIP, the things that is recognized as general for victims are no longer be recognized for the victim of MCTIP perpetrator. These include, for example, receiving information about the perpetrator and conveying victim's feelings to the perpetrator.

In this presentation, I will summarize the rights and interests of victims that are restricted under MCTIP in Japan, and also give some consideration to the impact of such restrictions on the perpetrator's reintegration into society. In addition I will want to discuss how public records and archives related to MCTIP, which are not used or browsed but essentially supposed to be intellectual resources shared by the nation, are managed.

Keywords : insanity, victims, human rights, record keeping.

Session 6
The Academy of Young Researchers" PTP [PTP=PERA Polish Educational Research Association] – UNESCO's MOST SCHOOL

Kamila Dembińska
Doctoral candidate at University of Warsaw SOK Foundation
Overcoming Language Barriers in Education: A Dictionary of the Language of School Education as an Instrument of Social Inclusion
Modern societies face the challenge of integrating immigrants, including children within the education system. Language, as a key element of identification and a tool for communication, plays a fundamental role in the processes of socialization and integration. The "Dictionary of the Language of School Education" project, supported by UNICEF and the SOK Foundation, provides an innovative response to the needs of refugee children from Ukraine in Polish schools, enabling them to overcome language and cultural barriers.
The presentation will focus on analyzing how language as a means of instruction impacts the social integration of immigrant students. I will outline the methodology of creating the Dictionary, which not only facilitates learning Polish as a foreign language but also promotes social inclusion through an understanding of the specifics of school education language. The project addresses challenges identified by research, such as the report "Refugee students in Polish schools. Where are we on the threshold of another school year?" by the Centre for CivicEducation:https://ceo.org.pl/udostepniamy-raport-uczniowie-uchodzczy-w-polskich-szkolach/, highlighting significant difficulties in learning and communication faced by refugee students.
The project demonstrates how critical linguistic practice can contribute to changing the linguistic and social landscape, promoting multilingualism as value in the educational process.
The presentation will also be an opportunity to reflect on the role of language education and language policy in shaping attitudes of openness and acceptance. The "Dictionary of the Language of School Education" project exemplifies how linguistic tools can support social inclusion, breaking down language and cultural barriers in a diverse educational environment in Poland.
Keywords: social inclusion, multilingual education, language barriers.

Emna Bouzid
Doctoral student and researcher at the Higher Institute of Childhood Studies, University of Carthage, Tunisia.
Learning French through Musical Activities: Tunisian and Canadian Perspectives
Our research examines the impact of musical mediation on French education in Canada within a multicultural context. Through a comparative study between groups in Tunisia and Canada, it analyzes how this method influences language learning. The sessions included creative readings and musical activities adapted for children from diverse backgrounds. For example, the children explored local legends and created songs based on Québécois tales. The results show that these playful approaches stimulate engagement and understanding, thereby enriching language learning and fostering fruitful cultural exchanges among the participants.

Maja Gajda
Warsaw University
Reframing: How to Put on Self-Reg Lens for More Empathy and Inclusion

Language and perception play crucial roles in experiencing reality, particularly in how we interpret and respond to behaviors. Stuart Shanker's concept of reframing encourages a fundamental shift in how we view and categorize behaviors, moving from a self-control lens to a Self-Reg lens. This presentation explores the underpinnings and implications of Shanker's reframing for fostering more inclusive and empathetic environments.

Theoretical Framework: Shanker's reframing constitutes an "aspect-shift" that redefines our perception of behavior. This approach challenges traditional views on behaviors as reflections of intrinsic traits and promotes a deeper understanding of behavior as stress responses. Reframing is rooted in the idea that cultural and linguistic contexts shape our perceptions, which draws on philosophical concepts dating back to Ludwig Wittgenstein and Plato.

Discussion: In this presentation, I will elaborate on the theoretical underpinnings of Shanker's reframing concept, focusing on its perceptual, experiential, and creative strands and highlighting its implications for more inclusive environments. I'll also discuss the differences between self-control and self-regulation using real-life examples. Also, during the presentation, I will offer insights into Shanker's concept of self-regulation.

Conclusion: Embracing Shanker's reframing approach has significant implications for social inclusion. We can develop more supportive and responsive environments by altering the language and frameworks through which we interpret behavior. This shift enhances our understanding of individuals' actions and promotes awareness of the importance of implementing strategies to support children's and adolescents' self-regulation. Shanker's theory offers a pathway to a more compassionate and equitable society, where individuals are supported in their unique experiences.

Nigora Mamadaminova
Doctoral student - University of Warsaw
Becoming More Masculine than Males

The paper delves into the pervasive stereotypes and discrimination faced by women in the workplace, particularly focusing on the barriers to leadership positions. By synthesizing secondary data and incorporating original research collected by the author, the study reveals the entrenched discriminatory language and behaviors that perpetuate gender bias. The analysis identifies specific types of derogatory language and discriminatory practices that hinder women's professional advancement and explores how these elements reinforce the societal expectation for women to adopt traditionally masculine traits to be perceived as competent leaders. Furthermore, the paper highlights inspirational stories of women leaders who have navigated and overcome these challenges, offering valuable insights into strategies for fostering a more inclusive and equitable work environment. This research aims to contribute to the ongoing discourse on gender equality in leadership, providing a nuanced understanding of the obstacles women face and the transformative potential of inclusive language and practices in the workplace.

Key words: gender equality, gender bias, discriminatory language, women leaders

Aneta Szarfenberg
Doctoral student - The Maria Grzegorzewska University
The Power of „accepting speech" - the importance of conscious dialogue in anti-discrimination education

Gordon Allport's 1954 "Pyramid of Hate" illustrates the escalation of violence, starting from verbal abuse, through exclusion and discrimination, to acts of violence and extermination. History has shown examples of the "Pyramid of Hate" manifesting in its entirety (the Holocaust) or in specific stages ("LGBT-free zones" in Poland 2020).

The antidote to actions built on hate speech may lie in the conscious use of "acceptance speech." A theoretical explanation is provided by the contact hypothesis, which suggests that direct contact leads to a reduction in prejudice and an overall improvement in social relations. Practical results can be observed in anti-discrimination actions built on dialogue and acceptance.

One example of such an anti-discrimination education method is the Living Library. Its general goal is to create situations that enable direct contact between people who identify as members of groups with a dominant

position in the social structure (often majority groups) and people representing groups with a weaker position (minority groups), who experience discriminatory treatment based on stereotypes.

The activities of the Living Library and direct contact between people provide a foundation for building attitudes of openness, acceptance, respect for diversity, and support for people from minority groups. Research on the impact of the Living Library confirms the effectiveness of this method in reducing stereotypes and prejudices.

Jessica Nowak

Doctoral student - University of Bialystok

Linguistic barriers between juveniles and the society - the power of words

Minors often come from diverse backgrounds, and their cultural upbringing can differ significantly from that of most adolescents. These differences extend to their speech, affecting both their vocabulary and their manner of speaking and interpreting language. When words are unfamiliar, they can carry significant implications, greatly influencing relationships between juveniles and other young people, as well as between juveniles and adults. This impact is especially pronounced in closed rehabilitation centers, where not understanding the linguistic code can lead to serious consequences. These challenges are not only prevalent among minors but also affect the relationships between residents and caretakers, and even researchers. In addition, juveniles may struggle to articulate their emotional needs due to their limited experience and emotional maturity, making it difficult for them to express what they are going through. That's why understanding linguistic differences and finding a common language can lead to improved communication and relationships, as words not only play a crucial role in broader social interactions but also carry great power.

Zuzanna Chałubinska

MA student of APS

The approach of the world's dominant religions toward the taking of life and suicide

The phenomenon of suicide has been a heated debate in the minds of people for centuries. The mysterious phenomenon was described from antiquity as an act of freedom worship, to the Middle Ages as a grave sin against God. Consideration of the attitudes we take toward the act of suicide is still a debatable issue today. Judaism, Islam and Christianity are all religious that oppose taking a life. An important question should be asked here: what is in the background of the contempt for committing suicide? Analyzing the literature and articles on religious attitudes toward the phenomenon of suicide, we can find many aspects related to exclusion and ostracism in historical perspective.

In contrast to the attitude towards suicide, chosen religions relate differently to the death of people who had their lives taken as a consequence of war or in the name of religion. Using the example of Janusz Korczak, who sacrificed his life for the children during World War II, we can find publications and words of praise towards his martyrdom. For it was not the fault of Korczak and millions of other people, during this and other wars waged around the world for centuries, that they died. People who died in the name of politics, nationality disputes or just religions. So, if we focus from this perspective on suicide deaths and the reasons for individuals' decisions to take their own lives, we can find fault with social stereotypes and the stigmatization of social groups that are at risk of suicide crisis. Thus, a fundamental question must be asked here: does religion rightly place the suffering of victims of international conflicts above that of people in suicidal crisis, who not rarely take their own lives because of society's attitudes?

The stance of the various religions, which clearly express negative attitudes toward the intentional taking of life, differs in terms of attitudes about death itself and death martyred or taken in the name of religion. In this article, I will analyze the catechisms and dogmas of chosen religions related to the above issues and compare their stances towards various causes of human death.

Truong Thi Lan Nhi

Student at University of Warsaw

Training primary school teachers during the Digital Transformation Era in Vietnam based on the TPACK framework.

In the information and knowledge society, technology rapidly develops and deeply penetrates our lives, including education. The use of engineering and technology, especially information technology, has greatly improved the quality of education and brought Vietnamese education closer to international standards. This study evaluates the training of primary school teachers in applying information technology at the Faculty of Primary Education, The University of Danang - University of Science and Education, based on the TPACK framework in the context of digital transformation in Vietnam. Using a qualitative approach, the research analyses program outlines, course details and lectures of teacher educators. This approach aims to equip primary school teachers with the necessary skills in content, pedagogical methods, and technology integration upon graduation, meeting the current societal demand for essential human resources.

****