Diaspora, Indigenous, and Minority Education – An International Journal

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Aims & Scope

Diaspora, Indigenous, and Minority Education: An International Journal (DIME) – a quarterly peer-reviewed journal focused on critical discourse and research in diaspora, indigenous, and minority education – is dedicated to researching cultural sustainability in a world increasingly consolidating under national, transnational, and global organizations. It aims to draw attention to, and learn from, the many initiatives being conducted around the globe in support of diaspora, indigenous, and minority education, which might otherwise go unnoticed.

DIME invites research from a variety of theoretical and methodological perspectives that emphasize the centrality of marginal voices and a peripheral gaze, and which draw attention to the complex interrelations between political, economic, historical, and social contexts and the ways in which these various contexts shape educational policies, practices, curricula, and outcomes. The journal welcomes articles that ground theoretical reflections in specific empirical research and case studies of diverse locations and peoples as yet underrepresented within scholarly research and literature, as well as action or participatory research studies of exemplary or “best” practices.

Intended to bridge arbitrary disciplinary boundaries in which such research and theorizing are currently conducted, DIME encourages cutting-edge work from around the world to enhance understanding of the relationships between home and school cultures; educational development, curriculum, and cultural change; local, regional, national, and/or transnational forces or institutions; culture, ethnicity, and gender in identity construction; migration and educational change; and societal attitudes and cultural variation.

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