

## Call for Manuscripts: Theme Issue of *Journal of Research in Childhood Education*

### “Meeting the Needs of Indigenous, Marginalized, and Minoritized Children Globally: Innovative Pathways to Sustainable Futures”

#### **Theme Issue Editors:**

Lydia Nganga, Ph.D. - University of Wyoming

John Kambutu, Ph.D. - University of Wyoming

Samara Madrid Akpovo, Ph.D. - The University of Tennessee

Jenny Ritchie, Ph.D. - Victoria University of Wellington, New Zealand

The *Journal of Research in Childhood Education* (JRCE) is seeking manuscripts for a special issue focusing on innovative solutions to educational challenges affecting the education of indigenous, marginalized, and minoritized children and youth around the world. In addition, we welcome manuscripts that examine research on the education of children from im/migrant families and children in multiethnic/multilingual communities around the globe, referenced here as “super-diversity” (Vertovec, 2007). Qualitative research methods are preferred (ethnography, phenomenology, participatory action oriented, case studies, constructivist grounded theory, etc.), to provide depth and explain patterns of human behavior that cannot be quantified (Foley & Timomen, 2015).

#### **Definition of Terms**

**Indigenous Peoples:** The United Nations defines Indigenous Peoples as “inheritors and practitioners of unique cultures and ways of relating to people and the environment. They have retained social, cultural, economic, and political characteristics that are distinct from those of the dominant societies in which they live. Despite their cultural differences, Indigenous Peoples from around the world share common problems related to the protection of their rights as distinct peoples” (UN, n.d.). The UN notes that there are 370 million Indigenous peoples spread through 70 countries worldwide and Indigenous children are more like to arrive at school hungry or ill. Additionally, “ethnic and cultural discrimination at schools are major obstacles to equal access to education, causing poor performance and higher dropout rates” (UN, n.d.). Thus, in this special issue we want to amplify pedagogies that support the education of Indigenous children and youth around the world.

**Immigrant/Migrant:** For this special issue, an immigrant is defined as “a person living in a country other than that of his or her birth.” This includes “all migrants, regardless of their legal status, or the nature, or motive of their movement (Migration Policy Institute, 2019). While using the labels of migrant and immigrant, we acknowledge that they are not always mutually exclusive or permanent (Arzubiaga, Nogueron, & Sullivan, 2009).

**Multiethnic/Multilingual:** King (2018) notes that one of the most striking features of globalization is the impact of multilingualism, which refers to “the presence in a geographical area, large or small, of more than one ‘variety of language’ (i.e., the mode of speaking of a social group whether it is formally recognized as a language or not; in such an area individuals may be monolingual, speaking only their own variety.” With current migration trends, children from different ethnicities and languages will continue to enter classrooms globally, resulting in the creation of super-diversity (Chan & Ritchie, 2020).

**Super-Diversity:** The term “super-diversity” was first introduced by Vertovec (2007) to capture the complexities of migration patterns in a globalized era. Immigration and migration have impacted many nations, leading to a transformative diversification of diversity. Vertovec notes that this transformation is

“not just in terms of bringing more ethnicities and countries of origin, but also with respect to a multiplication of significant variables that affect where, how and with whom people live. . . . [T]he ethnic and country of origin diversity is remarkable . . . [and] additional variables include differential immigration statuses and their concomitant entitlements and restrictions of rights, divergent labour market experiences, discrete gender and age profiles, patterns of spatial distribution, and mixed local area

responses by service providers and residents. . . . The interplay of these factors is what is meant . . . by the notion of ‘super-diversity.’ ”

Given a transformative diversification of ethnicities, national origins, and language, educators must rethink pedagogical approaches to meet the changing needs of children and youth around the world. To Creese and Blackledge (2022), this call “require new conceptualisations of language, arguing for a ‘post-multilingualism’ that looks beyond contact between demarcated languages” to a new space of ‘translanguaging’ where learners use multiple languages together.

In addition to amplifying superdiversity around the world, globalization has also resulted in marginalization of Indigenous epistemologies while amplifying western epistemologies (Mutekwe, 2015; Nganga & Kambutu, 2019). This special issue recognizes that Indigenous knowledge systems are needed for the success of children and youth around the world. Thus, we support innovative practices that are inclusive of traditional knowledge and education systems that support the success of all children.

### **Focus Topics for Article Submissions**

This special issue, then, aims to publish high-quality manuscripts that represent innovative solutions to education challenges that affirm children’s learning and development as the pathway to sustainable futures for all. Thus, for this special edition we invite manuscripts focusing on the following topics:

- Marginalized and minoritized children and youth globally, with special reference to super-diversities
- Innovative solutions to education challenges experienced by Indigenous children and youth around the world
- Educational responses to globalization addressing the educational needs of children from multiethnic/multilingual backgrounds
- Challenging the impact of globalization trends, neocolonialism, and neoliberalism in the Global South (majority world) to meet the educational needs of children and youth
- Transforming learning environments for children and youth globally to build “defenses of peace”
- Decolonization education and knowledge to promote the educational success of Indigenous children and youth
- Pedagogical approaches that draw on the local sustainability knowledge of Indigenous communities.

### **Submission and Review Process**

All articles will go through a double-blind peer review. Submitted manuscripts should not have been published previously, nor be under consideration for publication elsewhere. Please refer to [guidelines for authors](#) when preparing your manuscript.

### **Deadlines**

**November 17, 2023: Submit Intent to Develop a Proposal (Letter of Interest).** Send a one-paragraph email message with the subject line “Intent to Develop a Proposal” and include a short bibliography showing your areas of expertise. This should be emailed to Lydiah Nganga, Ph.D. at [Lnganga@uwyo.edu](mailto:Lnganga@uwyo.edu).

**December 10, 2023. Submit Full Proposal.** Prospective authors should prepare a proposal of 600 to 800 words and email it to John Kambutu, Ph.D. at [Kambutu@uwyo.edu](mailto:Kambutu@uwyo.edu) and copied to: Samara Madrid Akpovo, Ph.D. at [smadrid1@utk.edu](mailto:smadrid1@utk.edu); Jenny Ritchie, Ph.D. at [jenny.ritchie@vuw.ac.nz](mailto:jenny.ritchie@vuw.ac.nz); and Lydiah Nganga, Ph.D. at [Lnganga@uwyo.edu](mailto:Lnganga@uwyo.edu)

#### ***Format of Proposal*** (600 to 800 words)

- (1) Study overview and a short review of literature
- (2) Methods
- (3) Findings

(4) Conclusions and Implications

(5) The significance of the focal research for advancing research in childhood education, with a focus on “innovative solutions to educational challenges that affirm children’s learning and development as the pathway to sustainable futures for all.”

**January 25, 2024: Proposal Feedback.** Authors will be notified whether their proposals are accepted.

**April 30, 2024: Submission of Completed Manuscript.** All submitted manuscripts will undergo the standard JRCE double-blind review process. Please note that receiving an invitation to submit a full manuscript does not guarantee the eventual acceptance of the manuscript for the Theme Issue. Please follow the [Guidelines for Authors](#) and submit completed manuscripts at the [JRCE submission portal](#).

Submissions should include:

- Unstructured abstract of 200 words
- Five (5) keywords
- Main document of ~8,000 words, including references and tables

For further information, please contact the JRCE Editor in charge of content for this issue: [Lnganga@uwyo.edu](mailto:Lnganga@uwyo.edu)

**June 30, 2024: Decision From Editors Sent to Authors:** After review of comments from blind reviewers, editors will make decisions of reject, major revisions, minor revision, or accept.

**August 30, 2024: Revised Manuscripts Due:** Revised manuscripts should be uploaded in the [JRCE portal](#). If further revisions are deemed necessary, authors will be notified by September 30, 2024; second revisions would be due by October 30, 2024.

**Expected publication [online] date:** November 2024.

### Related Literature

- Adamson, E., & Skattebol, J. (2023). Pockets of promise: Exploring innovation and complexity of remote ECEC service delivery in Australia. *Frontiers in Education, 8*.
- Arbon, V. (2008). *Arlathirnda ngurkarnda ityirnda: Being – knowing – doing: De-colonising Indigenous tertiary education*. Post Pressed.
- Burgess, C. M., & Evans, J. R. (2017). Culturally responsive relationships focused pedagogies: The key to quality teaching and creating quality learning environments. In J. Keengwe (Ed.), *Handbook of research on promoting cross-cultural competence and social justice in teacher education* (pp. 1-31). IGI Global.
- Chan, A., & Ritchie, J. (2020). Responding to superdiversity whilst upholding Te Tiriti O Waitangi: Challenges for early childhood teacher education in Aotearoa New Zealand. In J. Fox, C. Alexander, & T. Aspland (Eds.), *Teacher education in globalised times: Local responses in action* (pp. 219-237). Springer Singapore.
- Cress, A., & Blackledge, A. (2022). *The Routledge handbook of language and superdiversity*. Routledge.
- Dion, S. (2007). Disrupting molded images: Identities, responsibilities and relationships—Teachers and indigenous subject material. *Teaching Education, 18*(4), 329-342.
- Foley, G., & Timonen, V. (2015). Using grounded theory method to capture and analyze health care experiences. *Health Services Research, 50*(4), 1195-210.
- Gogolin, I. (2011). The challenge of super diversity for education in Europe. *Education Inquiry, 2*(2), 239-249.
- Hooley, N., Razoumova, O., & Peeler, L. (2021). *Indigenous schooling in the modern world: Education, knowledge and liberation for all citizens*. Brill Academic Publishers.
- Mutekwe, E. (2015). Towards an Africa philosophy of education for Indigenous knowledge systems in Africa. *Creative Education, 6*(12).

- Nganga, L., & Kambutu, J. (2019). Kenya's education an eclectic epistemological collage. In K. T. Han & J. C. Laughther, (Eds.), *Critical race theory in teacher education: Informing classroom culture and practice*. Teachers College Press.
- Trube, B. (2016). Global initiatives for early childhood care and education: Global guidelines and global guidelines assessment. *Forum on Public Policy Online*, 2, 7.
- Vertovec, S. (2007). Super-diversity and its implications. *Ethnic and Racial Studies*, 30(6), 1024-1054.