

Identity and Belonging: Moroccan Youth Perspectives on Multicultural Education in Diaspora

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Abstract

The escalating diaspora influx has stressed the importance of devising effective solutions for promoting and maintaining original aspects of cultural heritage while possibly acknowledging the coexistence of cultural differences within a certain community. For supporting respect of diversity and raising cultural awareness and understanding, multicultural education fosters an inclusive environment that guarantees social cohesion and recognition of various cultural identities (Joshee et al., 2016). On the basis of these premises, the current study aims at exploring the role of multicultural education in shaping belonging within the Moroccan diaspora youth and how they perceive and navigate complex cultural landscapes in educational contexts. The study further intends to investigate the extent to which the target participants feel represented and valued and how this reality impacts the formation of their identity across borders. Drawing on transnational theories, both theoretical and practical parts are carried out on the light of these theoretical underpinnings for conducting a qualitative study. The four youth participants aged 15-20 are recruited using purposive sampling to participate in in-depth interviews for exploring their perspectives and attitudes towards multicultural education in diasporic educational settings. The data is systematically assigned codes to categorize emergent themes and to identify logical connections between various patterns. Accordingly, the data is analyzed and interpreted to come up with valid and valuable findings that expansively offer useful contributions to the body of literature on multicultural education across nations.

Keywords: Cultural Belonging, Diversity; Perspectives, Representation; Values.