

## CALL FOR PAPERS

Vol. 22, No. 1 (January-June 2027)

### Monographic Section

# Curricular justice as a way to overcome inequality, colonialism, and exclusion

*Justicia curricular como vía para abatir la desigualdad, el colonialismo y la exclusión*

### Guest Editors:

- **Dr. Jesús E. Pinto Sosa**, Universidad Autónoma de Yucatán (Mexico)
- **Dr. Norma G. Heredia Soberanis**, Universidad Autónoma de Yucatán (Mexico)
- **Dr. Mariela S. Jiménez-Vásquez**, Universidad Autónoma de Tlaxcala (Mexico)
- **Dr. Alberto Galaz Ruíz**, Universidad Austral de Chile (Chile)

### Scope

This issue of *Revista Alteridad* aims to provide a space for the critical analysis of theories, research, and processes of curricular and pedagogical innovation that contribute to making visible and problematizing educational and curricular practices that reproduce inequality, coloniality, and exclusion. It also seeks to promote school experiences and proposals based on the right to a dignified, relevant, contextualized, and culturally respectful education that fosters democratic participation, inclusion, cultural relevance, multilingualism, critical intercultural approaches, environmental education, gender equity, among others.

The contributions included in this monographic issue aim, through the rigorous publication of research, experiences, and theoretical and practical reflections—both curricular and pedagogical—to contribute to the construction of relevant theoretical frameworks for a fair, equitable, relevant, and inclusive education for social transformation and the well-being of populations within educational systems in Latin America, the Caribbean, and internationally.

### Descriptors

This monographic issue prioritizes the following thematic lines, although these are only references and may be expanded through submitted proposals:

- Theoretical, historical, and methodological approaches to the construct of curricular justice
- Curricular justice and inequalities in Latin America, the Caribbean, and internationally
- Curricular justice and decoloniality: analysis of tensions between the hidden curriculum and counter-hegemonic pedagogical praxis in diverse contexts
- Decolonization of the curriculum: Latin American epistemologies, Indigenous peoples, Afro-descendants, and migration
- Curricular justice in the face of quality gaps: analysis of educational inequality in terms of access, content relevance, and equity in learning outcomes
- Public policies and curricular reforms with a socio-educational justice approach
- Critical pedagogies, emancipatory education processes, and social movements for educational justice in schools and classrooms
- Territories, identities, and fair and inclusive curricula
- Alternative educational assessment for school and pedagogical justice
- Curricular innovation and technologies for socio-educational inclusion
- Toward an ecology of knowledge: emerging curricula and intercultural dialogue in Indigenous, Afro-descendant, and mobile communities, among others
- Flexible curriculum design integrating gender intersectionality and diversity with socio-emotional learning and digital literacy, through strategic and playful pedagogical approaches




## Guiding Questions

The following questions are proposed to encourage participation from the educational community, institutions, and researchers:




- How is curricular justice conceptualized and studied as a research line?
- What theoretical and methodological elements are involved in the analysis and research of curricular justice?
- What is the current state of research on curricular justice?
- How does research on curricular justice contribute to reducing inequality, colonialism, and exclusion in communities and educational institutions?
- What are the current challenges and future research agendas in curricular justice?

## About the Guest Editors


**Dr. Jesús Enrique Pinto Sosa.** Universidad Autónoma de Yucatán (Mexico). Degree in Education and a Master's in Higher Education from UADY, and a PhD in Mathematics Education from the Universidad de Salamanca (Spain). Full-time researcher and member of the National System of Researchers (Level 1). His research focuses on curriculum, teacher training, and statistics education. For the past three years, he has focused his research on educational inequality, quality gaps, and attention to diversity in classroom settings within rural communities. He has experience in teacher professionalization, particularly in areas related to dignity, development, and professional teaching ethics.

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## Submission Guidelines

*Alteridad* primarily publishes empirical research results written in Spanish, English, or Portuguese; studies and selected literature reviews (state-of-the-art) are also accepted. For the Miscellaneous section, diverse contributions within the field of education are continuously peer-reviewed.

Articles must be submitted exclusively through the journal's web portal. The submission process requires all authors to register, although only one author will be designated as the corresponding author. Two files must be submitted:

1. Article following *Alteridad* publication guidelines
2. Cover page and cover letter according to the provided template

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**Publication Guidelines:** <https://bit.ly/4czvg1N>

**Cover Page and Cover Letter:** <https://bit.ly/4sodTJv>

**Pre-submission Checklist:** <https://bit.ly/2NfCwK4>

### Important Dates

Submission deadline: **August 30, 2026**

Publication date: **January 1, 2027**