



Call for Papers - Special Issue

**Ethnomathematics and Mathematics Education in the Global South
Teaching, Learning and Epistemic Justice**

Guest Editors

Rafael Alberto Méndez-Romero

School of Science and Engineering
Universidad del Rosario, Colombia

Lina Giraldo

Universidad de San Buenaventura, Bogotá, Colombia

Nkechi Agwu

Borough of Manhattan Community College (BMCC),
City University of New York (CUNY), United States

Camilo Rodríguez Nieto

Department of Natural and Exact Sciences
Universidad de la Costa, Colombia

Ethnomathematics has opened powerful pathways for understanding mathematics not only as a formal body of knowledge, but also as a human, cultural, historical and social practice. Across diverse communities, territories and educational contexts, mathematical ideas emerge through ways of counting, measuring, designing, locating, comparing, estimating, organizing, representing, building, weaving, trading, navigating, playing and interpreting the world.

This special issue of the Mathematics Teaching-Research Journal seeks to bring together rigorous contributions on ethnomathematics and its relationship with the teaching and learning of mathematics in Latin America, Africa and Asia. In alignment with the journal's teaching-research orientation, we invite manuscripts that connect research with classroom practice, teacher education, curriculum design, instructional frameworks and mathematics learning.

We are especially interested in contributions that recognize the plurality of mathematical knowledge, challenge deficit views of learners and communities, and contribute to culturally responsive, socially just and epistemologically diverse mathematics education. The issue welcomes research papers, theoretical reflections, classroom-based studies, methodological contributions, literature reviews and critical essays that explore how ethnomathematical perspectives can enrich mathematics education in formal, non-formal and community-based settings.

At the same time, we invite authors to engage critically with the possibilities, tensions and limits of ethnomathematics. Submissions may address, among other questions, how ethnomathematics can transform mathematics teaching without romanticizing cultures, how it can contribute to equity while maintaining academic rigor, and how culturally situated practices can foster mathematical understanding, identity, participation and agency.

Scope and Possible Topics

We welcome manuscripts that address, but are not limited to, the following thematic areas:



1. *Ethnomathematics, culture and mathematical knowledge systems*: Studies that examine mathematical practices embedded in Indigenous, Afro-descendant, rural, migrant, local or community-based knowledge systems, as well as in crafts, architecture, agriculture, music, games, navigation, commerce, technologies or everyday life.
2. *Ethnomathematics, teaching and classroom practice*: Contributions that explore how ethnomathematical perspectives can inform mathematics teaching, lesson design, classroom interaction, learning tasks, assessment practices and students' mathematical understanding.
3. *Teacher education, curriculum and pedagogical innovation*: Research and experiences focused on teacher education, professional development, curriculum design, pedagogical frameworks, lesson plans, instructional models or teaching resources grounded in ethnomathematical approaches.
4. *Equity, epistemic justice and decolonial perspectives in mathematics education*: Studies that critically examine the role of ethnomathematics in challenging deficit views, coloniality, epistemic exclusion and inequities in mathematics education, particularly in Latin America, Africa and Asia.
5. *Language, identity, territory and community-based education*: Contributions that analyze the relationships among language, identity, memory, territory, community participation and mathematics learning in formal, non-formal or intercultural educational settings.
6. *Methodological and theoretical developments in ethnomathematics*: Papers that advance conceptual, theoretical or methodological discussions for studying ethnomathematical practices and their implications for mathematics education research, teaching and learning.
7. *Ethnomathematical connections, curriculum and didactic sequences*: Contributions focused on the exploration of ethnomathematical connections and their articulation with curriculum standards, learning objectives, didactic sequences, learning tasks and pedagogical resources. This thematic area also welcomes studies that recognize ethnomathematical meanings constructed from people's everyday and cultural practices, and their role in the production, interpretation and teaching of mathematical knowledge.

These topics are intended as broad orientations rather than restrictive categories. The special issue also welcomes other manuscripts that align with its overall scope and contribute to the discussion of ethnomathematics, teaching and learning in the Global South.

Expectations for Submissions

All submissions are expected to demonstrate methodological rigor, theoretical coherence and relevance to the teaching and learning of mathematics. Regardless of the type of data analyzed, the methodological tradition adopted or the geographical and cultural context of the study, manuscripts should provide a transparent account of their research design, theoretical framework, classroom implementation, data sources, analytical procedures and interpretative decisions.

In keeping with the spirit of the Mathematics Teaching-Research Journal, manuscripts should move beyond descriptive accounts and build a clear bridge between research and instruction. Authors should discuss how their findings, arguments or experiences may inform mathematics teaching and learning, teacher education, curriculum design, assessment, classroom interaction or community-based pedagogical practices.



When appropriate, submissions are encouraged to include pedagogical recommendations, lesson plans, instructional frameworks, design principles, classroom tasks, teacher education models, assessment considerations or conceptual tools that may support the work of mathematics teachers, teacher educators and mathematics education researchers.

Types of Contributions

This special issue welcomes different kinds of academic contributions, including empirical research articles, theoretical or conceptual papers, systematic, narrative or critical literature reviews, classroom-based studies, teacher education experiences, methodological papers, critical essays, lesson-study-based manuscripts, design-based research papers and pedagogical design studies connected to ethnomathematics.

All submissions should clearly articulate their contribution to mathematics education and explain how the work advances current discussions on ethnomathematics, teaching and learning.

Submission Process

The submission process will take place in two stages.

In the first stage, authors are invited to submit a title and abstract of up to 500 words, excluding references. Abstracts should clearly present the topic, research or pedagogical problem, theoretical perspective, methodological approach, expected or preliminary findings, and the contribution of the proposed manuscript to the scope of the special issue.

Abstracts must be submitted in English by email. A specific email account has been enabled for communication with the guest editors and for the submission of documents related to this special issue:
MRTJ.ethnomath@gmail.com

In the second stage, authors of accepted abstracts will be invited to submit a full paper of up to 7,000 words, excluding references. Full papers must be written in English and should follow the formatting, citation and manuscript preparation guidelines of the Mathematics Teaching-Research Journal.

Invitation to submit a full paper does not guarantee publication. All full manuscripts will undergo peer review according to the editorial policies of the journal.

Length and Language

Abstract length: up to 500 words, excluding references

Full paper length: up to 7,000 words, excluding references

Language: English

Tentative Timeline

Deadline for submission of title and abstract: September 01, 2026

Abstract decisions: October 11, 2026

Full paper submissions: January 18, 2027

Reviews due: April 19, 2027

Final versions of the papers due: June 14, 2027

Publication of the Special Issue: September 2027 (vol 19 no 4, TR72)