



Call for papers – Education Sciences & Society – Vol. 19, n. 1/2026

Educating for Complexity: Intersectionality, Decolonial Approaches to Teaching, and Practices of Care in Education

In recent years, the field of education has undergone profound epistemological, social, and cultural transformations that radically question the aims, contents, and practices of teaching. Growing social inequalities, migration processes, colonial legacies embedded in curricula, implicit forms of exclusion within educational systems, as well as the emergence of new individual and collective vulnerabilities, have placed at the centre of pedagogical debate the need to rethink education as a space of **social justice, recognition, and care**.

Within this framework, perspectives such as intersectionality, the decolonisation of teaching, and the ethics of care offer powerful theoretical and operational lenses for critically analysing educational contexts and designing more equitable, inclusive, and responsible practices. Intersectionality enables us to interpret educational experience as shaped by multiple axes of difference and power (gender, class, origin, disability, language, migratory status, etc.); decolonisation invites us to question epistemic hierarchies, disciplinary canons, and Eurocentric and Western models of knowledge, and to adopt both concept-based ontologies and relation-based ontologies; care, finally, calls for a distributed pedagogical and social responsibility that integrates learning, wellbeing, relationships, and subjectivities.

This issue aims to collect theoretical and empirical contributions that critically explore these perspectives, fostering dialogue among educational research, teaching practices, and educational policies.

Themes of the Issue

- Decolonisation of teaching, knowledge, and assessment practices
- Situated epistemologies, marginalised knowledges, and plurality of perspectives
- Critical, postcolonial, and feminist pedagogies
- Practices of care in educational contexts, towards collective forms of interdependence, justice, and institutional transformation
- Initial and in-service teacher education on intersectionality and care
- Action research experiences, instructional design, and pedagogical innovation oriented towards care.

Types of Contributions

Articles may present:

- Theoretical contributions and critical literature reviews;
- Empirical studies (qualitative, quantitative, or mixed-methods);
- Participatory and action research;
- Analyses of teaching practices and case studies.

Manuscripts (**maximum 35,000** characters including spaces) must be original and must not be under consideration by other journals.

Languages: English, Italian.

All submissions will undergo **double-blind peer review** in accordance with the journal's procedures.

[Editorial guidelines](#) and the [template](#) for manuscript preparation are available on the journal's [website](#).

Important Deadlines

- Submission of proposals: 15 April 2026
- Notification of review results: 15 May 2026
- Submission of revised paper: 31 May 2026
- Expected publication: June 2026

Articles must be submitted through the journal's online platform. Submission guidelines are available at the following link:

https://ojs.francoangeli.it/_ojs/index.php/ess/about/submissions#onlineSubmissions