



**CALL FOR PAPERS**  
**CANADIAN JOURNAL FOR THE STUDY OF ADULT EDUCATION**  
**SPECIAL ISSUE: SPRING 2027**

**REDEFINING ADULT EDUCATION**

In the last few years, there has been a resurgence of authoritarianism with the procession of right-wing governments, punitive and repressive policies, hate speeches, and nationalist, reactionary, racist, neo-fascist, and anti-feminist ideologies. In this historical moment of authoritarianism, multiple intersecting crises and neoliberal crunch, adult education as a field of research and practice is tasked with constantly justifying its relevance while concurrently working to advance aims of social and environmental justice. This bilingual (French/English) special issue invites contributions that critically examine key themes at the intersections of adult education, popular education, community-based organizing, and learning through social movements.

This issue seeks to advance theoretical, pedagogical and empirical research in adult education settings. We encourage submissions that seek to interrogate, regenerate, and “redefine” adult education scholarship. The special issue will include a selected number of articles that encircle this notion of “redefinition” and are: 1) strongly anchored in engaged and activist scholarship; 2) focused on social and environmental justice; 3) oriented toward emancipation, care and regeneration; and/or, 4) associated with practices and heuristics adult educators use to do their work, produce knowledge, and shape politics and/or programs. We aim to explore the liminal spaces between adult education practice as it unfolds in material settings, in scholarship, and within social movements. We invite articles situated amongst Black, Indigenous, feminist, queer, disability, anti-colonial, rural, or diasporic philosophies.

Authors are to submit their abstract of no more than 500 words for review. We are soliciting submissions in both French and English. Please note that each text will be published in its original language. Each abstract should describe the manuscript and clearly explain its contribution to advancing knowledge in adult education. Please also specify if the manuscript is predominantly empirical, theoretical, reflective, or creative. Final manuscripts should conform to the author guidelines of the journal found [here](#).

This themed issue is planned for publication in the Spring of 2027. Please note that all manuscripts must undergo peer review in accordance with the editorial and publishing guidelines of CJSAE. Thus, the timeline for completion of invited papers will be as follows:

- August 29<sup>th</sup>, 2025: Abstracts due
- October 2025: Invited authors notified
- May 1, 2026: Manuscripts due
- August 1, 2026: Editorial decision
- December 15, 2026: Final submission for accepted papers

We are also soliciting book reviews. If you feel there is a particular text you would like to review that aligns with the vision of this special issue, please send your ideas to Sara Carpenter at [sara3@ualberta.ca](mailto:sara3@ualberta.ca) by October 31<sup>st</sup>, 2025.

For questions regarding the issue, to volunteer as a reviewer, or to submit an abstract, please contact Mitchell McLarnon at [mitchell.mclarnon@concordia.ca](mailto:mitchell.mclarnon@concordia.ca) and Jean-Pierre Mercier at [mercier.jean-pierre@uqam.ca](mailto:mercier.jean-pierre@uqam.ca).