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EDITORIAL

J. Adam Perry, Robin Neustaeter and Myriam Zaidi

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As we share this Fall 2025 issue of the *Canadian Journal for the Study of Adult Education*, we find ourselves reflecting on the tensions, possibilities, and everyday practices that continue to define adult education in a moment marked by global displacement, ideological polarization, ecological urgency, and ongoing questions of social justice. As always, the journal's vitality rests not only on scholarly contribution but also on collective commitments to care, reflexivity, and to the diverse learning worlds that adults inhabit. This issue showcases those commitments through research and reflection stretching across communities and sectors.

We begin with **Articles** that foreground the experiences of adult learners navigating systems shaped by migration, trauma, and disrupted educational trajectories. Calderon-Moya, Sherab, Maraj, and Ghosh illuminate how young Syrian refugees in Quebec's adult education sector balance self-motivation with structural vulnerabilities, from unfamiliar pedagogical expectations to the pressures of learning new languages in a system not fully designed for their realities. Questions of vulnerability and power also resonate in Joxe's analysis of doctoral supervision through the lens of care. By tracing how dependency and a lack of supervisory attention shape doctoral pathways, this article speaks to broader discussions in adult and higher education about the ethics of mentorship and the hidden infrastructures that determine who thrives, who survives, and who is pushed out.

Several contributions extend our understanding of inclusion, collaboration, and justice in adult learning settings. Zagrebina offers a grounded pedagogical approach for fostering supportive multicultural classrooms in Quebec's linguistic integration programs, emphasizing the importance of human-to-human connection over cultural essentialization. Yano's exploratory essay turns toward Brazil, examining the anti-Freire movement by placing contemporary critiques in dialogue with Freire's own theoretical commitments, an approach that invites us to consider what Freirean pedagogy means in an era of rising populism. Meanwhile, Griffin and Walter's case study from Vancouver's Downtown Eastside highlights how public health workers and community members co-create

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harm reduction education grounded in community empowerment. Together, these articles remind us that adult education remains inseparable from struggles for dignity and democratic participation both inside and outside of formal classrooms.

Questions of justice and access also surface in articles examining educational partnerships, credentialing pathways, and emerging training models. Joncas, Gagné, Champagne, Bourdon, and Rock map four key elements for successful collaborations between professional training centres and Indigenous communities, while Mottais, Bélisle, and Dorceus question whether 'recognition of acquired competencies' pathways in Quebec are truly expanding access to qualifying diplomas for adults without prior credentials. Annett, McRae, and Smith investigation of micro-credentials in the supply chain sector complements this by interrogating how short-term training intersects with industry expectations and skill gaps. These three articles bring policy, institutional design, and equity into conversation, exploring how systems function, and for whom.

Our **Dialogues** section continues this exploration of learning as collaborative and relational work. Hermosura, McGinnis, and Steventon share how they cultivated an online writing group during the COVID-19 pandemic, an experiment in collective mentorship and self-directed learning that underscores the importance of community for doctoral students and early-career educators. Reid and Schultz's conversation about developing a trauma-informed micro-certificate highlights how continuing education can act as a conduit for knowledge mobilization, bridging research with the professional needs of educators navigating complex classroom realities.

This issue also includes two **Reflections on Practice** that expand our understanding of where and how adults learn. Tchamou's ethnographic account, tracing waste management practices across communities during travel between Paris and Montreal, demonstrates how environmentally focused adult education is rooted in observation and everyday encounters. Hall, Barndt, Jackson, Martin, and Thomas offer a collective meditation on Paulo Freire, poetry, and social movements, reminding us that art is not peripheral to learning but central to how adults imagine and remake their worlds. Finally, our **Book Reviews** bring critical insight to evolving conversations in lifelong learning, feminist adult education, and recognition of prior learning. Reviewers examine English and Mayo's call for a socially just reimagining of lifelong learning; de Champlain's exploration of university-based recognition frameworks; and Clover, Sanford, and Harman's collection on feminist imaginaries and art-based adult education. Each review underscores the intellectual breadth and political urgency of our field.

Across these contributions, a shared theme emerges, namely how adult education is a profoundly situated and relational practice. Whether in classrooms, community centres, research partnerships, social movements, or online writing groups, educators and learners are continuously negotiating the conditions under which learning and justice become possible.

We extend our sincere thanks to the authors, reviewers, and production team members whose generosity and labour make this journal possible. We hope this collection serves as a resource, a provocation, and a reminder of the many ways adult education continues to shape more equitable futures.