

Florence, 29th January 2026

CALL FOR PAPERS 1/2026 - N. 19 EPALÉ JOURNAL on *Lifelong Learning and Continuing Education*

Following the agreement signed between INDIRE and RUIAP (April 2017), a collaborative partnership was established to publish the online review *EPALÉ Journal on Lifelong Learning and Continuing Education*. The journal focuses on themes selected from the European programming of EPALÉ (Electronic Platform for Adult Learning in Europe).

The Journal, indexed with an ISSN, is a biannual publication hosting theoretical and research contributions, reviews of current international literature, and a section dedicated to field experiences.

The upcoming issue of the *EPALÉ Journal* aims to draw the attention of the international scientific community, educational organizations, and sector practitioners to the Erasmus+ Programme as a privileged European and transnational arena for Adult Education and learning. Particular attention will be given to comparative perspectives across national contexts.

Title of the Issue:

Assessing the impact of Erasmus+ in Adult Education: empirical evidence, transformative processes, and comparative perspectives within the RIA-AE Framework

Guest Editor: Vanna Boffo

In the contemporary landscape of Lifelong Learning, the Erasmus+ Programme transcends its function as a mere mobility tool, configuring itself as a complex pedagogical device essential for the development of European human and cultural capital (European Commission, 2019). It acts as a strategic lever for the innovation of educational systems and for the promotion of active and aware citizenship (European Commission, 2015). In this regard, the European project Research-based Impact Analysis in Adult Education (RIA-AE), conducted by a network of around twenty Erasmus agencies from as many European countries, is working precisely to highlight what has been and can be implemented through European mobility for adults in training (2023-2027).

In the Adult Education (AE) sector, structurally characterized by marked heterogeneity of actors (formal, non-formal, and informal) and often subject to fragmented governance (Federighi, 2019), assessing the effectiveness of the Erasmus+ Programme poses significant methodological and epistemological challenges. Although participation in quantitative terms is widely documented (European Commission, 2024), there remains a pressing need to investigate the qualitative and longitudinal impact on learners, staff, and organizations. Particular reference must be made to intangible dimensions such as civic engagement, socio-economic resilience, and social inclusion (De Greef et al., 2010).

Aligned with the conceptual pillars defining education as a “treasure” (Delors, 1996) and as the existential process of “learning to be” (Faure, 1972), it is indispensable to adopt multi-dimensional interpretive lenses. Such perspectives must be capable of capturing: a) the depth of change processes at the individual level (Micro); b) the evolution of organizational cultures towards Learning Organization models (Senge, 1990) at the institutional level (Meso); c) the Programme’s capacity to act as a catalyst for innovation in public policies at the systemic level (Macro) (OECD, 2003).

Drawing on empirical evidence from the transnational network RIA-AE (Buiskool et al., 2024), this monographic issue investigates Erasmus+ as a privileged space for self-directed (Knowles, 1975), reflective (Schön, 1993), and transformative learning (Mezirow, 1991). The primary objective is to analyze how individual mobility (KA1) and strategic cooperation (KA2) act synergistically across the three levels of the educational system.

We invite researchers, professionals, and stakeholders to submit contributions. While the core of this issue is anchored in the methodologies and findings of the RIA-AE network, we welcome external contributions that explore how Erasmus+ contributes to building an inclusive, fair, and interconnected European Education Area.

To ensure a balanced and coherent volume, the issue will be structured to accommodate:

1. *RIA-AE focused research*: contributions directly stemming from the network’s activities.
2. *Comparative and external perspectives*: a dedicated section for contributions that, while external to the RIA group, offer comparative analyses, cross-country studies, or theoretical dialogues with the RIA framework, highlighting similarities, differences, and transferability across European contexts.

We welcome both theoretical-empirical research articles and experiential case studies.

A) Theoretical-Empirical research articles

Length: Min. 25,000 – Max. 30,000 characters (including spaces, abstract, and references).

Characteristics: original contributions presenting results of empirical research (quantitative, qualitative, or mixed) or theoretical studies. They must include a solid theoretical framework, a clear description of the methodology, data/results presentation, a critical discussion of implications for research, and conclusions.

Author biodata: qualification, role within the Organization/University, and location.

B) Experiential contributions

Length: Min. 20,000 – Max. 25,000 characters (including spaces, abstract, and references).

Characteristics: reflective analyses of specific project experiences, best practices, within the Erasmus+ context. While grounded in practical experience, the contribution must not be limited to description but must offer a critical re-reading based on pedagogical categories, highlighting lessons learned and transferability.

Author biodata: qualification, role within the organization/University, and location.

Submission Guidelines:

Language: To ensure international visibility and impact, contributions are encouraged in English. However, submissions in Italian are also welcomed.

References: bibliography should include volumes, essays, and articles cited in the text. Strict adherence to **APA standards** is required for in-text citations and the final bibliography.

Structure: introduction, 2-3 core sections, Conclusions, Notes, Bibliography.

Peer Review: all texts will undergo a double-blind peer review process.

Volume Capacity: a maximum of 15 contributions will be accepted.

Timeline:

- **Submission Deadline:** May 15, 2026
- **Peer Review and Selection:** June 10, 2026
- **Publication:** June 30, 2026

Please send contributions to both:

Rete Ruiap: rete.ruiap@gmail.com

Epale Journal Editorial Office: redazioneejalce@gmail.com

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