

Editorial

While the world is watching the loss of countless lives, schools being destroyed and families being displaced in Gaza, Palestine, educators who care about human lives and are eager to make a difference are struggling to find a way. Education, as one of the pillars of post-conflict reconstruction, must be prioritized in the rebuilding of what will remain of Gaza. In post conflict, education means addressing the academic aspects as well as the psychosocial and socio-emotional learning needs of students of all ages and grades. Educators need to reach children in displaced spaces and provide a sense of normalcy and safety where and when possible, and, if at all possible, in communities that have suffered irreparable harm. Educators must play a role in Sudan, Yemen, Ukraine, and other conflict areas not only because of their critical roles but also because it is possible.

Away from politicians and political calculations around the globe, education is in our hands, whether we see ourselves as members of Muslim societies or global citizens. The more our world descends into crisis and chaos, the greater the burden of responsibility on educators, academics, scholars, and researchers. They have to play a meaningful role to rebuild and invest in the next generation and offer new approaches that speak to the 21st century's concerns. It is the duty of educators to investigate the best ways to infuse more value-oriented approaches to education and the duty of scholars to generate new knowledge that is based on accurate and quality research methods that are applicable and actionable. It is thus JEMS' duty to deliver this message of change for a better world and better lives for our children and their families. It is our duty to select the best research submitted to us and rely on the academic processes of blind peer reviews to do that. If you are reading this, it is also your duty to contribute field based, theoretical, and review essays and other writings that motivate people to keep going despite the dire realities around us.

There is hope in generating knowledge and there are new beginnings. Our first article in this issue highlights this approach by bringing attention to important and universal human values and their place in education, among teachers and students, in Mauritius. Shakeel M.C. Atchia utilizes data collected as part of a large research repository on education in Muslim societies to spread the knowledge and new learning. In turn, Fayyaleh and Fogarty take us to Palestine and focus on their study of vocational education. Similar to the previous article, the authors discuss

the integration of 21st century skills and competencies as part of vocational education, hence emphasizing the importance of building a new educational agenda for this century. Kayadibi and colleagues explore the learning of international students at higher education institutions in Türkiye and names some of the opportunities and challenges. This type of research helps universities explore ways to accommodate students arriving from different countries around the world; this article focuses on students from the MENA region and how they adapt to the higher education system in the local context of Türkiye. The fourth article by Niyozov and Khan keeps us in higher education through an exploration of teacher education initiatives in Pakistan. The authors argue against borrowing and importing models of teacher education from the West into Northern Pakistan as a case study. They also utilize a decolonization lens to the policy discourses that exist in such transactional educational initiatives. Finally, the fifth research article by Sara Mazzei discusses the importance and struggles of forming identities as Arabs and Muslims among Syrian and Moroccan communities in Europe and outside the Middle East.

Furthermore, and to interest our readers in recent books in education and Muslim societies, this edition has four book reviews. Two of these focus on religious education pedagogy and Madrasa institutions in India, while the other reviews a volume on American universities and their role in the Middle East as part of a larger foreign policy agenda and the final one focuses on childhood education and wellbeing in Türkiye. Our regular Review Essay section, which takes on educational issues and provides analysis on implications and relevance to the communities we target, is written in this issue by Ghadah Angawi who addresses the relevance of women as coaches in Arab organizations and more specifically coaching as a method to empower women and provide the space for them to grow and lead. In the issue's last section, our Book Review Editor, Dr. Brifkani, takes us on a journey In Conversation with Associate Professor Sahar Khamis from the University of Maryland, in the United States. Dr. Khamis is a specialist in communication, media, and Islamophobia.

Finally, please note, this issue of JEMS has a call for contributions toward a special issue on women's scholarship in Muslim societies. We hope you will take advantage and share your research and wisdom in this area of field research and theory.

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A Call for Papers

Women's Scholarship and Engagement in Policy, Pedagogy, and Development

The Co-Editors of *JEMS* are soliciting contributions for the above special issue to be published in November 2025. The topics of the special issue can be broad and can address various aspects of women's scholarship in education in the Arab and Muslim world. Nevertheless, this special issue is not about religious education or religious studies and interpretations but about the role of women and their research, publications, and engagement in the above topics.

Some of the areas of interest, (but not limited to) are:

- Educational initiatives and challenges for women
- Empowerment through education such as teaching and learning
- Systems and institutional change
- Women's scholarship in the social sciences such as human rights and child rights
- Educational policies and leadership
- Gender achievements and advocacy spaces in Muslim societies

The deadline for submissions is August 15, 2024.

If desired, please send a paragraph describing your research and we can provide feedback on its fit to the special issue. We already have articles in the pipelines, we advise considering the deadline above as the latest we will accept manuscripts. In addition to research papers, we welcome review essays, practitioner's notes, and book reviews on the same theme.

For further guidelines on publishing with *JEMS* and for Indiana University Press publication style and requirements, follow the link to the journal website.

Thank you,

The editorial team