

EDITORIAL

Note to Readers

While the region has made significant strides within the expansion of our education systems, old and new challenges remain. In fact, there are still ongoing concerns for the poor performance in mathematics and English, low levels of tertiary enrolment across the region, and for the limited participation of marginalized populations who lack the resources to access and pursue higher education. Yet, the rise of emerging technologies coupled with the changing landscape of educational systems also bring with it shifting global tides in how institutions are being framed, governed, sustained, and made to be accountable. Here issues of artificial intelligence, institutional partnerships, governance and sustainability, all become critical points for progression and contention that further nuance the challenges and possibilities within our educational systems. These bring to the fore, *inter alia*, questions of how Caribbean higher education institutions are being positioned within this landscape, of how they can leverage of emerging developments, but also, of their ability to respond to the cultural, social, economic and political mandates of our region.

We have heard much of the decolonialization agenda in the region. Yet, there is an ever-present call for scholars to move beyond the use of decoloniality as part of a re-imagined framing of the region, to more conscious and tangible engagements that empower and direct change agendas. Questions therefore of what we teach, of the relevance of localised, community-based or indigenous knowledge systems, and of the relative placements of monocultural perspectives and hierarchies that exist within academic environments, surface as critical points of tensions and interrogations. The call remains for examinations that make visible that canons of knowledge that drive educational systems in the region, of the inexplicit and explicit roles of the curriculum, and of the pedagogical practices that exist within that process. More than ever, critical reflections of and research on our institutions and practices are needed to direct more problem-solving, socially conscious and shared framing of citizens that shape the directives of strategic policies, interventions and actions.

The Caribbean Education Research Journal (CERJ) is well poised to make visible and to action some of these change agendas. CERJ “functions as an avenue for innovative nodes of inquiry regarding Caribbean populations, issues, and contexts, and seek to link theory to practice by demonstrating how insights from Caribbean-based venues might influence scholarship beyond these contexts and vice versa”. While we recognize that such outlets are increasingly at risk with the push for international scholarship and validation of scholars, we ground the work of this journal within the recognition of the value of localized knowledge systems, and of the importance of using these insights on educational issues, to advance the peoples and nations of the region. As we move the journal forward, we will continue to invite papers that assess institutional archetypes, knowledge framing, practices and outcomes, with the view to ground not just the issues that continue to impact educational systems and actors, but advance insights that can address existing challenges that we face as Caribbean people.

With this in mind, we wish to thank our associate editors who have stayed the course with us, but who continue to advocate for Caribbean voices, research, and scholarship. As we steer this process forward, we will continue to solicit papers that trouble some of the persistent challenges of educational reforms, but also some of the more current issues of artificial intelligence, climate change and sustainable education that confront our region. We also introduce some new initiatives for the journal with ongoing commentaries, book reviews, policy and practice related scholarship, and with the inclusion of diverse voices within our publications. We are also in the process of automating and streamlining our submission process, with possible partnerships to ensure uptake and sustainability.

We also wish to thank Professor Joel Warrican, who is now retired from academia, but whose leadership of this journal has ensured that CERJ provides a forum where Caribbean academics, including those in the diaspora, have been able to share their research and educational insights. We also wish to welcome, our Chief Editor, Dr Laurette Bristol, who comes with a breadth of knowledge and experience across different roles within the sector, but whose visionary nature will serve to advance the goals of CERJ.

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