

EDITORIAL

The emergence of increasing discourses surrounding the need to draw from epistemologies in the “Global South” that complement those in the “Global North” (see Khan et al., for a problematization of this term) places the Caribbean region in a unique position to demonstrate the long-standing but largely obscured scholarly productivity that has been characteristic of universities in the region. While increasing requirements for scholarly productivity by Caribbean universities are typically associated with contract renewal, promotion, and award of tenure, the Caribbean region stands to benefit from making more visible the already-rich resources of knowledge that exist as a means of harnessing, more decisively and intrinsically, the epistemologies undergirding the knowledges of its peoples. Steeped in such a commitment to developing educational solutions that respond to the cultural legacies unique to the region, universities in the Caribbean are positioned to engage in the strategic mentorship of emerging scholars across the Caribbean landscape, not merely to develop a ‘competitive advantage’ globally, but rather, in ways that are driven by the intrinsic value attached to its human capital. In this special issue of *CERJ* (Volume 7, Issue 1), Guest Editors Verna Knight and Jason Marshall respond to this need by bringing together the voices of emerging scholars, whose significant contributions to the field serve as a basis for illuminating the ways in which Caribbean epistemologies might function as a basis for educational solutions. Ranging from an emphasis on literacy teachers’ gendered realities in Caribbean classrooms and the impact of the COVID-19 pandemic on online learning to a focus on principal leadership and the need for transdisciplinarity in educational research via an examination of interconnections between science and the arts, these voices make it clear that challenges facing education in the Caribbean require an array of diverse solutions. Through this volume, teachers, scholars, and educators in the Caribbean are invited to engage with these emerging voices whose insights outline contemporary solutions for the imagined futures of Caribbean children and youth!

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Reference

Khan, T., Abimbola, S., Kyobutungi, C., & Pai, M. (2022). How we classify countries and people—and why it matters. *BMJ Global Health*, 7(6), e009704.

Editor’s Special Note

Though this issue of *CERJ* is current and produced in 2022, it belongs to Volume 7 of 2019. *CERJ* is in the process of bringing its lapsed issues up to date. **Articles in this issue should be cited as 2022.**