

From the Editor's Desk: Vol. 9 Nos. 2&3

Editor: Kanishka Bedi

It is my pleasure to introduce Vol. 9 Nos. 2&3 of World Voices Nexus: The WCCES Chronicle!

This issue contains six articles covering the regions of Europe, India, Nigeria, Ukraine and the United States of America.

The article entitled “Influence of Higher Education and Migration on the Empowerment of Women from Conflict Zones” by Mary Vayaliparampil & Rhea James presents a pilot study of the influence of higher education and migration on the empowerment of women from conflict zones. Specifically, the qualitative study examines the experience of women who migrated to the United States or Europe from conflict zones.

Swati and Kuldeep Kaur, in their paper “Role of Education in Sustainable Development: A Catalyst for Sustainable Future”, explores the pivotal role of education in fostering sustainable development, positioning it as a transformative catalyst for a sustainable future. The paper digs into transformative potential of education, exploring how it serves as a catalyst for change by fostering critical thinking, raising awareness, and nurturing values and attitudes conducive to sustainability.

The paper “India, Nigeria, Ukraine: War Puts International Medical Students in A Stalemate” by Ararat L. Osipian highlights how in early 2022, international students were exiting Ukraine en masse due to the war. This exodus resulted in academic stalemate. Problems with coursework, degree recognition, and enrollment in medical programs in their home countries or the EU caught many of them by surprise. Some international students opted to return to the war-torn Ukraine in order to complete their medical degrees. The paper further explores how they face problems of displacement, degree recognition, mismatch in national standards, restricted access to medical education, low quality training, protectionism, corruption, on-going military aggression, and financial and legal problems.

In their article “Screen Time and Adolescents’ Academic Achievement”, Tommie Killen & Kevin E. Wells define “screen time” with adolescent academic achievement based on measurement within the existing literature and also identify and define subsets of screen time, i.e. passive screen time, and active screen time. The protocol for this systematic literature review followed PRISMA 2020 recommendations.

The paper “The INSPIRE Pedagogical Framework: A Conceptual Model for Holistic and Inclusive Education in the 21st Century” by Muttu Vemula explores the connections between INSPIRE and established pedagogical models such as the 5E model, Universal Design for Learning (UDL), Flipped Classroom, Project-Based Learning (PBL), and Competency-Based Learning (CBL).

Finally, in his paper entitled “Building Resilient Communities through Climate Justice and Environmental Ethics: The Role of Higher Education, Local Knowledge, and the SDGs in the Context of NEP 2020”, Narendra D. Deshmukh examines the convergence of climate justice, environmental ethics, and the

Sustainable Development Goals (SDGs) within the framework of India's National Education Policy (NEP) 2020.

I would like to take this opportunity to thank my co-editors Oleg Gubin & Gauri Hardikar and the entire editorial team for their help in finalizing this interesting issue. Wish you happy reading!