

### **EDITOR-IN-CHIEF'S COMMENT**

It is a privilege to present this Special Issue of the Journal of Theoretical and Empirical Studies in Education (JOTESE), which features twenty-nine (29) articles originally presented at the Maiden International Hybrid Conference of the Department of Educational Foundations, Nnamdi Azikiwe University, Awka. The conference, themed Transforming Education: Redesigning Teacher Education for Skill Alignment and Employability through Community-Driven Strategies, provided a vibrant platform for dialogue on how education can respond to the challenges and opportunities of the 21st century.

The articles in this issue reflect diverse perspectives on teacher education, student engagement, curriculum reform, digital innovation, and community partnerships. Collectively, they offer valuable insights into how education systems can be redesigned to promote both skill alignment and employability while remaining rooted in community needs.

As the first collection of its kind, this Special Issue stands as a testament to the collaborative spirit of scholars, educators, and practitioners committed to educational transformation. On behalf of the Editorial Board, I thank all contributors, reviewers, and conference organizers for making this publication possible. It is my hope that this issue will serve as both a resource for research and practice, and as a catalyst for continued innovation in education.

**Dr Ugochukwu Ifeyinwa Offor**  
**Editor-in-Chief**