

## ***Editorial***

In this edition of IJMCS, we have opted to write a full reflective article in place of the traditional short editorial comment. The reflective article that follows is developed around a keynote address previously given by one of the editors. This is informed by what we consider the dire state of events in Europe in general and in Britain in particular. Leaders and followers alike appear to have hit an impasse on the question of Brexit and it seems to us that the main reason is more because of ideological obsession than reasoned and rationalised positions. We, therefore, feel that it is the role of academia to highlight the potential dangers that such an obsession portends for the society, just as it portends the stunting of knowledge discovery in academia.

Having said this, we acknowledge the other articles published in this edition, some of which indeed do have direct relevance for society. David Turner & Maria Gonzalez De Turner in their article, 'Working Partnerships in Education: How should we assess partnership' remind us of the importance of recognising that partnerships are not supposed to be one-sided and that there must be inputs and outputs from all sides. This, effectively, highlights the need for compromise in partnerships. Perhaps this is a lesson for those, who are currently responsible for negotiating partnership relationships for us in the context of Brexit. The other three articles remain true to the multidisciplinary comparative root of the journal. Gulnar Ali & colleagues align to the multidisciplinary dimension by looking at a rather unconventional dimension of health strategies, Spirituality in Nursing education: Knowledge and practice gaps, while Katerina brings in the international comparative dimension by offering an insight into the motivations of teachers in Cyprus in her article, 'The butterfly moderator model: a research-informed analysis of Cypriot Secondary school teachers' 'needs motivators'. Sarah Flanagan, in her article, 'Exploring the practical and philosophical implications of the employability concept for stakeholders in higher education' again reflects the multidisciplinary of the coverage of IJMCS. Overall, there is a rich offering in this edition and we invite you to enjoy it.

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