A theology of liberation requires pedagogies of critique. There is great injustice towards women in most parts of the world. It manifests itself in innumerably different ways, but permeates the reality which girls and women live, as well as the avenues they are offered in their effort to improve their wellbeing. In most Arab cities, there is no significant gap in education between boys and girls. Rather 2/3 of Arab countries have more women than men enrolled in universities. A discussion of gender inequality in education in the current environment of the Arab world, however, is incomplete without a concurrent consideration of employment and economic opportunity. A closer analysis of the reasons behind the Arab Spring revolutions, the current educational gender gaps, and the early economic policies of various revolutionary governments show that the Arab Spring may not bring the justice Arab women have been looking for. Is this a challenge of Islam or a challenge of modernity? Or is Islam in modernity unable to provide the freedom and justice required in the Qur’an for all of God’s creation? How do all of the factors that brought about revolutions and their resulting societies affect the education of girls and the work of women throughout the Arab world? The idea is not simply for women to be educated or for everyone to have a job, but the overall goal is to yield to young people viable avenues for ensuring economic survival, reaping societal acceptance, and increasing individual dignity. Comprehensive solutions require complex policy making so that efforts and money spent allow youth to believe that freedom from dictatorship does indeed improve their lives. The success of Islamist politics in the Arab world as a result of the Arab Spring presents us with an opportunity for pause and reflection.