

## **Making Sense: Promoting Hybrid Education Approaches for Social Justice**

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### **Abstract:**

Since the COVID-19 pandemic, educators and school managers understand and appreciate the volatility of education. It is highly dependent on the context of the community and subject to the availability of the prevailing technology. However, it was evident that teacher training and ICT infrastructure became the main points of the limitation as also seen in different literature. The main objective of this study is to review published literature to further understand and appreciate education and social justice an essential and integral part of social development. Data were gathered from the review of different published literature indexed in Web of Science and Scopus. They were analyzed using meta-synthesis. The analysis revealed that significant gaps are highly focused on in teachers' preparedness, particularly in terms of access to digital resources, technology, and the necessary pedagogical training. This has emphasized the urgent need for ongoing professional development, investment in infrastructure, and robust institutional support. The findings suggests that it is imperative to address these challenges by focusing on teacher capacity-building, expanding technological infrastructure, and fostering collaboration across all stakeholders—governments, schools, teachers, parents, and communities—to ensure equitable access to education and resources.

### **Keywords:**

ICT Infrastructures, Social Justice, Teacher Training, Teaching Skills, Digital Transformation in Education