An Examination of Issues of Equity during the Pandemic: Global Perspectives

Sub-Theme—Promoting Equity and Inclusion

I: INTRODUCTION

- Synthesizes issues of inequity among students from teachers’ and students’ perspectives.
- This research is significant because it draws on the similarities and differences in the effects of the pandemic felt in Trinidad, Grenada, Greece and Ghana.
- It adds to the extant literature on the effects of COVID-19.

II: OBJECTIVE

The purpose of this presentation is to show the similarities and differences in the effects of the pandemic felt by students and teachers in Trinidad, Grenada, Greece, and Ghana.

III: METHODOLOGY

- Two of the studies are qualitative phenomenological studies exemplifying teachers’ lived experiences of the pandemic.
- The last study is a quantitative correlational research design.
- Purposive (Trinidad, Grenada, Greece); Convenience (Ghana).

Participants:
- Trinidad (37), Grenada (37), Greece (17), and Ghana (285).

IV: ANALYSIS

The purpose of this presentation is to show the similarities and differences in the effects of the pandemic felt by students and teachers in Trinidad, Grenada, Greece, and Ghana.

V: RESULTS

- Digital divide; attendance, parental involvement, students’ motivation or lack thereof (Trinidad, Grenada).
- Students’ attendance, their online skills (digital literacy), and their lack of motivation (Greece).
- Emotional, behavioural, technical, and issues in competencies (Ghana).

VI: CONCLUSION

- Future and resilience proofing education entail excellence through equity of resources, policies and plans for well-being for all, hybrid learning, primacy of connections, crisis prevention mechanism, and peace building measures.

RELATED LITERATURE


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