

Chapter 6

Open and Distance Learning Practitioners Sustain the Teaching of Technology Education Through Action Learning

Tome' Awshar Mapotse
University of South Africa, South Africa

ABSTRACT

The aim of this chapter is to provide readers with a fresh perspective on the challenges facing Technology Education (TE) in developing countries today, as well as the established skills and intervention strategies necessary to overcome these challenges hence sustaining the teaching of TE. In this chapter TE has find its way into school environment successfully and effectively through engaging TE teachers with action research approach. The study was designed from educational living paradigm and is underpinned by critical theory and Mapotse cascading theory. The chapter intends to share a model developed during interaction with the Technology teachers: the developed Mapotse PEAR model to empower technology teachers from the challenges they faced in their Technology Education pedagogy and didactics. If this model can be well implemented and followed, then the Technology teachers will be emancipated to teach Technology Education even without a prior formal training. The theory behind the Action Learning will be the Mapotse cascading theory of 'each one teaches one'.

INTRODUCTION: UNESCO'S REPORT (2011): EDUCATION COUNTS

Open and Distance Learning (ODL) practitioners are modelling Africa out of chronic poverty by sustaining the teaching of Technology Education (TE) through Action Learning. The destiny of Africa is in the hands of its own people whom the majority are technologically illiterate and doing their little bit of good. Each one of us can do their little bit at their corner in support of the words uttered by Archbishop

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Desmond Tutu (in Brainy Quotes, 2016) who advised that ‘do your little bit of good where you are; it’s those little bits of good put together that overwhelm the world’. Africans need to move the continent forward by taking it out of the economic quagmire it is in. This would be realised if the Education for All (EFA) movement which is a global commitment to provide quality education for all children, youth and adults could be supported the world over. United Nations Educational, Scientific and Cultural Organization (UNESCO)’s EFA report (2011) under Education Counts tracks progress, identifies best practice, draws attention to challenges and promotes cooperation in favour of education.

Education counts as a results of its ability to help eradicate poverty and hunger. UNESCO report of 2011 declares that education gives people the knowledge and skills they need to live better lives. In the report it is further stressed that education can boost productivity and open doors to jobs and credit. Poverty is one of the main reasons children are being left out of school and this chapter is aimed to bring to surface on how the ODL practitioners can sustain the teaching of TE through action learning. The current global economic downturn is threatening to halt or even reverse EFA progress. More than ever, it is critical that we invest in the development of quality systems for learning throughout life. The Universal Declaration of Human Rights holds that every child and adult is entitled to education. UNESCO is committed to supporting countries to make this right become a reality for all. Considerable progress has been made since the world’s leaders were once committed to achieving Education for All in 2015. The question that is left hanging is that, did the Heads of State manage to achieve EFA in 2015 at their respective countries? Sustainable development affects everyone including Heads of State.

Head of States Reflected Commitment to Sustainability by 2030

We, the Heads of State and Government and High Representatives, meeting at the United Nations Headquarters in New York from 25-27 September 2015 as the Organization celebrates its seventieth anniversary, have decided today on new global Sustainable Development Goals. On behalf of the peoples we serve, we have adopted a historic decision on a comprehensive, far-reaching and people-centred set of universal and transformative Goals and targets. We commit ourselves to working tirelessly for the full implementation of this Agenda by 2030. We recognize that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development. We are committed to achieving sustainable development in its three dimensions – economic, social and environmental – in a balanced and integrated manner. We will also build upon the achievements of the Millennium Development Goals and seek to address their unfinished business.

We resolve, between now and 2030, to end poverty and hunger everywhere; to combat inequalities within and among countries; to build peaceful, just and inclusive societies; to protect human rights and promote gender equality and the empowerment of women and girls; and to ensure the lasting protection of the planet and its natural resources. We resolve also to create conditions for sustainable, inclusive and sustained economic growth, shared prosperity and decent work for all, taking into account different levels of national development and capacities. This chapter more focus on Sustainable Development Goal 4. *Ensure inclusive and sustainable equitable quality education and promote lifelong learning opportunities for all.* Lifelong learning is acquiring knowledge now and preserve it for the next generation as a shining light in the career path of the upcoming learners and encourage these learners to do the same.

One of the great African head of state Nelson Mandela once said, ‘and as we let our own light shine, we unconsciously give other people permission to do the same’. The ODL institutions in the country make

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