

Overcoming Adversity: A Holistic Response to Creating Sustainable Rural Learning Ecologies

Mamello Mapesela¹, Dipane Hlalele² and Gregory Alexander³

School of Education Studies, University of the Free State, South Africa
E-mail: mamello.mapesela33@gmail.com¹; hlaleledj@qwa.ufs.ac.za²; alexanderg@ufs.ac.za³

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ABSTRACT The whole world is working towards creation of sustainable learning ecologies and mobilization of better and socially acceptable life through provision of transformed quality education for all. In order to achieve this, societies, in their different ecologies, should work collaboratively. This is, however, critical to achieve because most of the rural ecologies are faced with poverty, as such, it seems very difficult for them to render education support services. Another barrier is that gender inequalities exist in different parts of the world despite democracy that countries claim to be working in alliance with. Taking Lesotho as an example, several cases show how girls and women continue to be excluded from participating fully in the political, socio-economic structures and other national plans through lack of access to quality education. It is therefore believed that through collaborative participation of different stakeholders, such as educators, parents, learners, different government ministries and non-governmental organizations, societies will be empowered to create sustainable rural learning ecologies for learners so that adversity can be overcome; and underlying issues that affect sustainable rural learning will be identified together with the solutions and strategies towards overcoming such issues will be predicted.