



Welcome to the second issue of GLOBAL EDUCATOR for 2021. We'd like to introduce our **new Editorial team** - Dr Arthur Firkins, John Powell & Dr Tim Scrase [their bios can be read [here](#)].



Editorial

This issue of Global Educator focuses on the theme of “**Outside the Classroom**”, recognising that supporting education in developing economies extends well past the school day. In 1957 Abraham Maslow identified a hierarchy of human needs that need to be considered in individual as well as community development which include basic needs, psychological needs and self fulfillment needs. Hence taking a wholistic view, we need to be concerned with issues such as literacy, housing, access to food and energy. We also need to address issues of gender, equality and participation in decision making.

With this in mind in this edition, Arthur Firkins outlines an innovative approach to literacy programming which can be applied to all levels of education and both inside and outside the classroom. John Powell picks up the issue focusing on the introduction of primary schooling in the Kibera Slums of Kenya. He

describes the impact of providing meals at schools and in addressing the wider issue of credentialing and having the children's qualifications recognised. He points to the crucial factor of flexibility and creativity in finding solutions.

Michael Gartland extends this theme when discussing the contribution of Helen Colla in improving Vocational Education and Training (VET) in Samoa, where Helen established accredited vocational programs for young people. Key to this process was networking and relationship building. Finally, Liz O'Sullivan in her contribution from the field, describes how she could address both English proficiency and global awareness through letter writing, in the low resourced context of Northern Thailand. Each of these contributions have in common the identification of a problem paired with an innovative solution, suggesting that creativity in unusual and often low resourced situations is called for more often than not.

There is also a reflection from Roger O'Halloran, the Executive Director of Palms Australia, Global Educator's Publisher. Roger highlights how the Vision, Mission and approach of the Palms international development program is all about what is taught and learnt outside the classroom. It is clear here too that relationship building underpins the sustainable development provided through long-term mentoring.



Publisher's Reflection

When living Palms' vision to reach "... **beyond every barrier of culture, religion, nationality, gender, class and individualism**" learning outside the classroom is unavoidable. Intentionally offering paths to diversity, creates diverse opportunities for mutual growth and development not reliant on a classroom. [Read more...](#)



Feature Article

The Four Resource Model: A Useful Framework for Planning Literacy Programs Inside and Outside the Classroom in Development Education.

Literacy programs are a cornerstone of the school curriculum in most developing countries. Literacy impacts on just about every facet of an individual's life and is a significant factor in lifting individuals out of poverty.

[Read more...](#)



From The Field

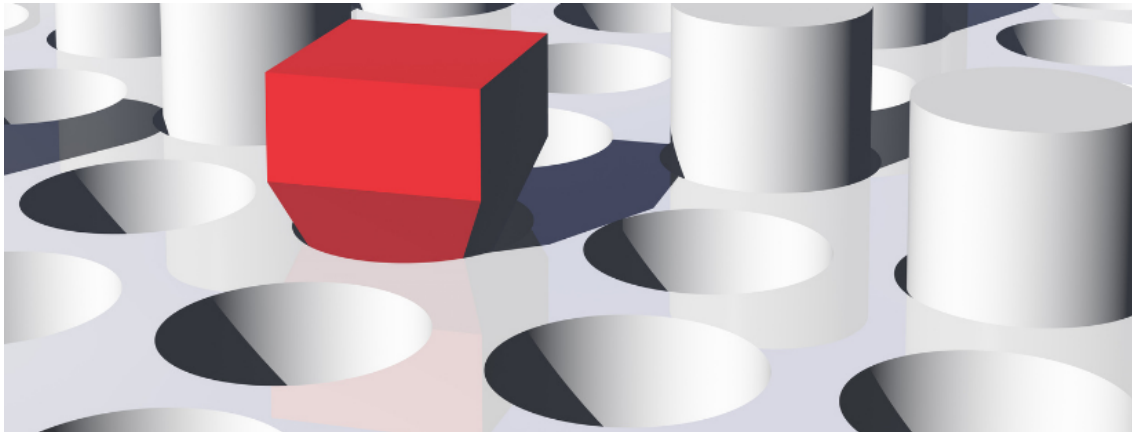
The Long Road to a Better Future

Helen Colla has spent 3 years contributing to the Don Bosco High School in Salelologa [Samoa] using her wealth of knowledge and experience in Vocational Education and Training (VET) to help set up accredited training programs at the school. [Read more...](#)

Connecting Students Across Cultures

Liz O'Sullivan organised for the students from Klothor School in Northern Thailand, to be involved in an 'old fashioned' pen pal project with students from

St Mary's school in Bundaberg, where Liz taught prior to her assignment in Thailand. [Read more...](#)



Squaring the Circle

Higher Aspirations for children in Kibera slums

The heart and soul of the program was an NGO willing and able to bring the wherewithal to provide slum children with a sound primary school education; and to seek out creative partnerships with others who shared those same aspirations. [Read more...](#)



Vocational English Teacher in
Venilale (Timor-Leste)



Technical Education
Accreditation Officer in Alafua
(Samoa)

Opportunities to Teach Beyond

Qualified and experienced **Australian teachers are needed.**

APPLYING NOW will ensure you are fully prepared to go to the communities who have requested teachers. [Re-imagine 2021 by watching our short placement video.](#)

Above we spotlight two current positions but there are [many more listed here](#).



Lesson Possibilities

Inspiring activities for cross-cultural learning

Barnga is an intercultural communication game using playing cards to help students understand cultural differences and how we can reconcile our differences and adapt to different situations. [Read more...](#)

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