



Welcome to the final issue of [GLOBAL EDUCATOR](#) for 2021.

In this issue we explore the complexities of girls' education in the developing world. In Australia, a highly developed nation, despite decades of female-focused education programs and policies, Australian women still are concentrated in the “caring” professions like nursing, aged care support, pre and primary school teaching, and are extremely under-represented in mining, building, engineering, sciences, etc. Women still earn less income than men, have very low superannuation balances and face gender discrimination in both professional and non-professional jobs. So, even in a highly developed country, girls' education and training is problematic. The situation for girls and women in the developing world, in most cases, is even worse when it comes to their education enrolment, training and employment outcomes. But, there are some reasons to be optimistic. [Read more...](#)



Feature Article

Closing the Gender Gap

Girls Education in Pakistan

This article provides a brief global overview of the state of primary education, particularly for girls, noting intended benefits, expectations, influences and difficult trade-offs. It will then share the practicalities encountered in Pakistan over past decades in getting girls to school, keeping them in school and enabling them to learn while attending school. [Read more...](#)



Lesson Possibilities

Discussion starters for older students

1. Should we be concerned with the reason there seems to be more interest in getting girls to school? Is there any room for concern that such education is also about marriage facilitation? And, if so, what should be the principled response? [Read more...](#)



Publisher's Perspective

Gender Stereotypes: The evidence of competence in occupations beyond the domestic, plants the seed of change, enabling all to live life to the fullest. [Read more...](#)



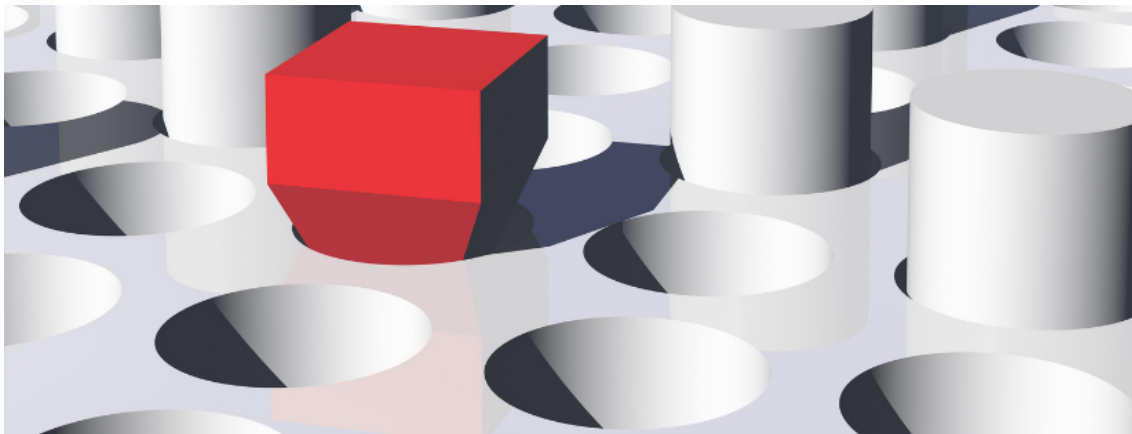
From The Field

Girls Education - Kiribati

Whilst in Kiribati (2019-21) teaching at Immaculate Heart College Bridget Kennelly was pleased to see barriers for women and girls being broken down on several fronts through proactive awareness campaigns. [Read more...](#)

Girls Still Struggle To Get An Education In Guinea

Kaissa Traore, a Guinean artist and social entrepreneur, writes of the challenges facing girls education in Guinea, ending on an optimistic note. [Read more...](#)



Squaring the Circle

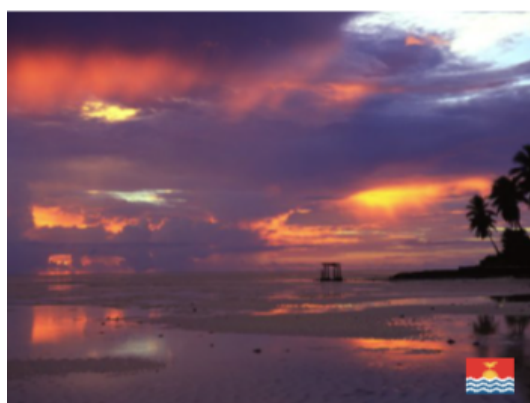
Brunei: A South East Asian Success Story for Girls Education

In his feature article John Powell points to the long established social benefits of investing in girls' education at all levels, be it primary, secondary or tertiary. In this context, I challenge the reader to dive deeper into what investment means in relation to girls' education in Brunei, a wealthy OECD country located on the island of Borneo, in South East Asia. Brunei invests

significant financial resources into its education system but this is not specifically aimed at girls' education and so does not tell the whole story as to why girls are succeeding. [Read more...](#)



Librarian Mentor in Banz (Papua New Guinea)



Teacher/Mentor in South Tarawa (Kiribati)

Opportunities to Teach Beyond

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

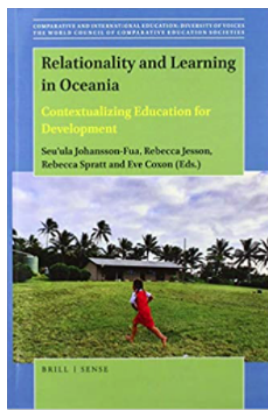
APPLYING NOW will ensure you are fully prepared to go to the communities who have requested teachers when it's safe to do so. [Re-imagine our world by watching our short placement video](#) and reading [personal testimonies](#).

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



Reviews

Relationality and learning in Oceania:



Contextualizing Education for Development, Boston: Brill Sense

Seu'ula Johansson-Fua, Rebecca Jesson, Rebecca Spratt and Eve Coxon (Eds.) (2020)

Review by Roger O'Halloran

The title of this book commanded my attention. In 1993 and 1994 I worked in Samoa training teachers. Little progress was made until I allowed the young men I was training to teach me about “relationality” in Polynesian culture. [Read more...](#)

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