

REPUBLIC OF NAURU

EDUCATION FOR ALL (EFA)

The Year 2000 Assessment

COUNTRY REPORT

1999

Country: Nauru

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Description of review process:

The report is a collective work done by the Education Department with associated Government, non-Government and the public agencies. The 1994 10 year plan was initiated by a public forum, 'Education for Nauru Now and Beyond 2000'. This was followed by a review by public forum in 1997 "Nauru Education for the 21st Century and subsequently by the National Economic and Development Summit held on the 24th to the 26th of February 1999. Goals and strategies have been put in place for 5 years to allow for the changing face and place of education.

Government and education departments [vocational training, trade and industry, youth affairs, health, justice department] NGO's, the public and private sector, media, parents and students all have input into the report process.

UNESCO - Apia assisted by providing Mrs. Celia Barelle to help me with the preparation of this report, which is acknowledged with gratitude. The same goes to UNESCO - Apia who organised two Pacific EFA workshops, which enabled the report to be finalized and ready for presentation.

Several points were raised in discussions in public forums about how the education system is expected to respond by gearing its programmes to prepare its citizens to cope with the changing economic and social conditions of the country.

Introduction

Nauru is an island Republic located 60km south of the equator. Its nearest neighbor is Banaba (Ocean Island) in the Republic of Kiribati, about 330km to the east. Its other bordering-neighbors are Marshall Islands to the north and Solomon Islands to the south. Its total land area is 21 square kilometers. It is 6 km in length and 4 km in width.

Nauru's population is approximately 11,280 of which 8,280 are indigenous Nauruans and the remaining 3,000 non-Nauruans.

Over 80 years of phosphate mining caused about two thirds of the island to become uninhabitable. Dwellings are mainly on the coastal fringe as the central plateau has been badly affected by the mining.

Phosphate mining is the major industry, which the economy largely depends on. However, smaller and alternative industries are developing into more prominence, such as Fisheries, now that the phosphate is close to depletion.

Education is compulsory for children from six to fifteen years of age (Year 1 to Year 10). The formal education system has two Early Childhood levels, namely, Pre-school and Preparatory School, with Early Childhood Play School, which is more or less an informal level for three year olds. The next level is the Primary level for six years, from Year one to Year six. Secondary is next for four years and two non-compulsory levels of Year 11 and Year 12. Formal tertiary education is done off-island.

Table 1. Human Development & Economic Indicators

Human Development & Economic Indicators	
Social Indicators	
Total population (mid-1999) estimate	11,280
Nauruan population	8,280
Non-Nauruan population	3000
Average population density, - estimated	535 per km ²
Total fertility rate 1992 – 1995	4.4%
Infant mortality rate, 1991 – 1993	12.5%
Life expectancy at birth, Nauruan population, 1991 – 1993	
Total:	57.6 years
(Males)	(53.4 years)
(Female)	(61.2 years)
Economic Indicators	
+GDP per capita, 1998	US\$3450
+Labour in formal employment	56%
+Women as % formal employment	41%
*Expenditure on Education as % GDP	10.72%
*Expenditure on Health as % GDP	9.56%

Source: 1999 Pacific Human Development Report, UNDP
+ 1999 Nauru Population Profile, SPC

** Derived by Bureau of Statistics Nauru from ADB statistics*

At the time of the Jomtien Conference in 1990 the Government of Nauru was not a member of UNESCO and had a fragmented system of education.

In line with community aspirations and national objectives and needs the National Education Policy was, and remains:

To provide opportunities for all Nauruans to gain knowledge and skills to contribute constructively to the community and economic development of Nauru. To contribute to the Nauruan society, identity and pride based on a foundation of obedience to God; respect for each other; loyalty to the State, its President and [traditional] leaders.

In 1994 the Department of Education, in consultation with the public and other Government departments/agencies, through a public seminar on the theme of “Education for Nauru Now and Beyond 2000” set the broad direction of Nauru for the next ten years to give a quality Nauruan Education System from which all Nauruan children may:-

- **gain knowledge of skills so that they may contribute productively to the community and the economic development of the country, and**
- **contribute to the preservation of Nauruan society, Nauruan identity and pride.**

This report aims to assess the effectiveness of the stated 10- year plan, viewing the implementation of the initiatives stated, whether by the public or private sector, in and out of school. To the forefront must be the requirements and needs of education in this ever changing, technological and complex world.

Part I Descriptive Sections

1 EFA Goals and Targets

To achieve these objectives, the Education System on Nauru is committed to life long education with particular emphasis on:

1.1 Early Childhood Education

1.1.1 To provide up to 2 years of Early Childhood Education.

This goal was chosen to enable students have a head start to their primary education ensuring better standards.

1.1.2 To facilitate growth in all areas of the child's development-socially, emotionally, physically, cognitively and culturally.

This goal is included as part of the universally accepted education goal.

1.1.3 To support the quality of family life, respecting the uniqueness of each family's composition and cultural background.

This goal was chosen to promote family values and recognise and respect the multicultural background of modern Nauruan families, which is quickly changing the racial and ethnic make-up of families brought about by intermarriages between Nauruans and other nationalities. Nauru also has a huge percentage of its population of other races who reside in Nauru as expatriate workers.

1.1.4 To provide a meeting ground for parents and families where people feel acceptance, understanding and support.

This goal was chosen to highlight the importance of Early Childhood Centres and infant schools as friendly meeting places for everyone.

1.1.5 To advocate for Early Childhood Education and encourage the wider community to become involved in this process.

This goal was chosen to get the parents and those in the community to be actively involved because of the lack of interest in children's education.

1.1.6 To review and strengthen the professional performance of teachers and curriculum in the Early Childhood area.

It had been identified that the standard of literacy, numeracy and education in general in Nauru is lower than other island countries in the region. So their needs to be a commitment to the improving professional performance of teachers and curriculum at that level so that a reasonable and comparable standard is set as early as possible in a child's life.

1.2 Primary

1.2.1 To develop a national education policy with an agreed 'statement of purpose' for Nauruan education and to define and document a 'Nauruan' education system which has the national interest and well being of the citizens as its main priorities.

This goal is set in response to the need to update and develop the education system including the primary level, not only that it is relevant but also serves the changing needs and those of the future.

1.2.2 To move toward a single teaching service committed to equal opportunities for all Nauruan young people to have quality education.

This goal is to ensure that all schools on the island, including private, are provided out of a single service with common teaching conditions and set standards.

1.2.3 To develop common curricula in the core subjects and a Nauruan assessment and award system that has credibility and respect with employers and the community.

This goal seeks to address the issue of a fragmented school based curriculum which has proven difficult to maintain due to high turn over rate of teachers. Furthermore, it attempts to unify the standard of education making it possible for a national certificate and award system to be put in place.

1.2.4 To review the Primary curriculum.

There was a desire for a review of subject relevance with regard to national, cultural, social and economic needs.

1.2.5 To review scope and sequence for all core subjects at all levels of the education system.

The primary schools curriculum needs to be updated and made relevant to Nauru's needs and situation.

1.3 Learning Achievement and Outcomes

- 1.3.1 To provide 3 years of Junior and 3 years of Senior Primary schooling; 3 years of Junior and up to 3 years of Senior (including technical and vocational education) Secondary schooling.

This goal was set to emphasise formal stages of educational attainment in sectors.

- 1.3.2 To provide a common curriculum in key learning areas.

This goal was to enable a common curriculum for all schools on the island which students can follow as being universal (national).

- 1.3.3 To provide an assessment (examination) and award system of a uniform type for all schools in the country.

This goal was set to enable students to be commonly assessed at various points in their primary and secondary education with certificates awarded to mark their achievements.

- 1.3.4 To uphold and implement a bilingual system of education in which the Nauruan language is the National Language, though (at the same time) the English language is not to be neglected.

This goal was set to strengthen and ensure the survival of the Nauruan language and that it was believed that Nauruans, being more comfortable with their own language, would understand and perform better in their studies.

- 1.3.5 To offer selective scholarship opportunities in secondary education for those who are capable and qualified to undertake such study.

This goal was set to ensure that students given scholarships have achieved in school and are capable of succeeding.

- 1.3.6 To provide the professional support to the secondary schools and equipping them with better qualified and experienced teachers.

This goal recognizes the need to improve the standards at secondary level by ensuring that better qualified and experienced teachers are recruited, and increasing the professional support.

- 1.3.7 To provide student appraisal systems by recognising exceptional achievement and to encourage underachievers through awards and rewards.

This goal is set in the hope that students would be encouraged to perform better and achieve..

1.4 Adult Literacy

No specific EFA goals were set for adult literacy. The emphasis has been on the development of quality learning at all levels of Nauru's education systems in order to promote adult literacy.

It has been a concern that literacy and numeracy standards are generally low among students on average. This problem has been observed to escalate as students move up through the year levels. It is generally believed that because students do not have a firm foundation in their education from infant and primary school they fall further and further behind each year as they move up. The factors that are causing this problem are complicated and cannot be attributed to a single cause. This literacy trend that is prevalent in schools normally is carried over to the adult population. Although illiteracy is not a problem for Nauru it is the level of literacy that is a concern.

- 1.4.1 To utilise the expertise of the Institute of Education at the University of the South Pacific with its Basic Education and Literacy Support programme in raising levels of literacy in the infant and primary schools.

Even though this goal is targeted at the school level it is hoped that in the longer run it would have a positive effect on the secondary schools and later the adult population.

- 1.4.2 To ensure that all students are literate in English and Nauruan.

1.5 Educational Training and Skills

- 1.5.1 To commit to a human resource development programme that aims to provide quality education with Nauruan personnel in key teaching and management positions.

This goal is set in response to the need to localise key teaching and management positions in the education department and to ensure that appointees are qualified to occupy the positions.

- 1.5.2 To review the courses and curriculum currently available at the Nauru Vocational Training Centre (NVTC).

The courses at the Nauru Vocational Training Centre have not been reviewed formally to assess their relevancy and appropriateness in this age of technology.

- 1.5.3 To expand the variety of courses and subjects on offer at the Nauru Vocational Training Centre.

Because of the changing economic conditions and the government's wish to strengthen the private sector it is necessary for Nauru Vocational Training Centre to expand the variety of course to provide for other trades and careers.

- 1.5.4 For Nauru Vocational Training Centre to work in collaboration with the University of the South Pacific Extension Centre to fully utilize the courses offered there and to complement its own.

As part of the previous goal it has been identified that because of NVTC's limited resources and personnel, it is necessary to look to the bigger institution, the University of the South Pacific Extension Centre, for relevant courses that could be used to supplement and complement NVTC's own courses.

- 1.5.5 To provide pre-vocational, vocational and technical training and life skills courses.

This general goal refers to and includes all levels of the education system to gearing their courses to prepare the students for vocational and technical training and life after formal schooling.

- 1.5.6 To build both efficiency and flexibility into the education system so that it will meet the changing human and economic needs of Nauru.

This goal is set to ensure that the education system is sensitive to the economic conditions and trends.

- 1.5.7 To introduce a course in Business and Enterprise that will allow students gain business skills to run their own private businesses.

This specifically addresses the need to provide business and enterprise training for students. The aim is to equip them with the necessary skills to undertake their own private businesses rather than depending on the government for employment.

1.6 Education for Better Living

- 1.6.1 To promote healthy lifestyles through school programmes and activities.

Government's desire to have a healthy population requires an early preparation of future citizens and that is to have them educated and trained at an early age.

- 1.6.2 To promote sports and recreational activities for students and young people.

It is important that people are trained into positive behaviours that will keep them fit and at the same time enjoy sports and recreational activities. There is a need for Nauruans to be active in competitive sports.

- 1.6.3 To introduce in the Science Curriculum an Environment Education component.

Environment education is an appropriate inclusion as part of the science curriculum as Nauru is an environment disaster with the negative effect of the prolonged phosphate mining on the island.

- 1.6.4 To introduce prevention and corrective measures to offset the adverse social effects of modernisation.

It has been identified that the speed at which new things are introduced and absorbed by the young people has caused certain social problems and there is need for immediate correction.

- 1.6.5 The introduction of special educational and youth activities to enrich the school system and target young people at risk from unemployment or lack of a life direction.

Generally, students and youth potentially at risk from unemployment and lack of life direction need to be handled carefully with interesting and less academic subjects, which are equally educationally enriching as well.

2 EFA Strategy and/or Plan of Action

It needs to be understood that Nauru is a small population of 11,280 souls, where everything that happens is universally known. The achievement of the EFA goals and strategies occur from the initiative and good will of many agencies, official and voluntary, mainly under the auspices of the Department of Education. Public Seminars in 1994, 1997 and 1999 have formulated policy and reviewed strategy. Copies of the seminar findings and recommendations were distributed to all agencies and throughout the community.

2.1 Early Childhood Education

Community awareness of the value of Early Childhood Education by developing and fostering positive relationships with other services in the communication.

All early childhood play centres and schools to set up Parents and Citizens Associations to participate in the institutions' activities as well as providing inputs in some decisions.

Encouraging parents to feel a part of their child's early development by becoming involved with the centre in any way they feel comfortable.

All staff have an understanding of Child Development, Preschool, Early Childhood Education and skill in teaching at the level, through taking part in training, qualification upgrading, in-service training, workshop programs.

Include basic life skills and values as a component of the ECE curriculum.

Promote equal opportunity, regardless of sex or race.

2.2 Primary

To enable a review of the primary curriculum it was planned that a taskforce comprising teachers and professional staff of the Department of Education would be set up.

With regard to common assessment and award systems it was planned that the Department of Education would work with the South Pacific Board of Educational Assessment (SPBEA) to help design and develop an assessment system that would work for Nauru. A certificate is to be inaugurated

To ensure that a single teaching service is achieved, government would be expected to negotiate with the Catholic school, the only private school on the island, which employs its own teachers but with heavy government subsidy on their salaries, to unify the teaching service.

The National Economic and Development Summit (NEDS) saw the need:

- To provide an on going performance appraisal system for staff.
- To provide pre-service training and upgrading for practising teachers.
- To recognise and appraise higher qualified teachers.

2.3 Learning Achievements and Outcomes

Basic learning needs have been identified. There is a need for:

Facilities for a Special Education programme to teach students with special needs, a handicap or a talent.

The setting up of a learning and caring centre for the disabled and handicapped members of the community.

University of the South Pacific will be used to train specialist teachers for the above.

An employment and business opportunity centre to be established with a purpose of providing services in counseling, guiding, and channeling job seekers and business men and women toward prospective employment opportunities and business prospects, respectively.

Nauru needs to promote learning if it is to develop itself to a standard comparable to the rest of the region, or the world for that matter. It needs to develop a learning culture, which is not evident at the moment. We have not quite developed in our society this way of life. Motivation seems to be a significant factor for this problem. This indeed will be a mammoth task of reconditioning the whole society, but it is possible. The problem may be tackled by breaking down *shyness* barriers using promotion and publicising technics. NGOs may be utilised as partners in tackling the problem.

2.4 Adult Literacy

Conduct evening classes for the general public in reading and writing skills.

Collaborative effort by government, University of the South Pacific and other agencies in organizing and conducting short courses such as English, reading and writing classes.

Re-establish a public library to enable the public access to library books that would assist in book and literary promotion. This would also serve as a recreational activity for some people.

2.5 Educational Training Skills

The need has been identified to work in collaboration with the University of the South Pacific Centre and Non-Government Organizations in organizing and facilitating formal and non-formal educational and training courses and workshops. These are aimed at re-skilling, skill strengthening and learning of new and currently appropriate skills for the retrenched, the disabled/handicapped and those hoping to change or improve career prospects, or those who are opportunity-prospecting either in employment or business.

In order to prepare for the post phosphate era and the master rehabilitation plan, skilled manpower is needed.

NVTC is to expand its courses to cater for the skills that would be needed for the rehabilitation programme, which would require mechanics to civil engineers with reasonable level of skill.

The NEDS Summit saw the need:

To educate and train the nation's manpower to a standard of skills that is comparable and recognised internationally.

To promote and facilitate post-secondary and tertiary education and training for employment and enterprise.

Eleven teachers graduated with degrees in January 1995 bringing to a close the RMIT Teacher Upgrade Programme. A teacher-training programme in conjunction with the USP commenced in February 1995 and additional inputs have been made to upgrade staff qualifications and performance.

2.6 Education for Better Living

Preliminary work on a 5 year development plan has been undertaken.

The Youth Affairs section expanded its role into special interest workshops and programmes. A sport recreation activities officer was appointed and a more comprehensive sport and recreational activity programme was introduced. The Nauru Vocational Training Centre was established to develop and deliver a wide range of vocational training opportunities.

Vocational Studies is to become an important component of the Senior Secondary curriculum.

Promoting Healthy Schools Programme.

All schools to be health promoting. As part of the promotion, Health is to be taught as a subject at all levels and to be an examinable subject.

3 EFA Decision-making and Management

There was no specific body set up for the follow up of the EFA goals and strategies as those who had experienced the decision making process in 1994/5 are still closely aligned with all the progress being made and the situation is self monitored. This self-monitoring culminated in the public forums held in 1997 and again in February of this year which enabled all groups and individuals to make submissions with regard to national policy.

By default, the responsibility of decision-making and management of EFA falls back on the Department of Education.

4 Cooperation In EFA

The government is the major provider of education and training but recently there has been a notable increase of involvement from other agencies and organizations, local and abroad based. The activities are often cooperative in nature with programmes, technical and financial assistance.

Basic and general education and training services are provided and financed by the government. The community as a whole has an input into the goals and strategies. In addition, the government receives assistance from various other countries and agencies, NZODA, UNESCO, AusAID, and JICA and NGO's.

4.1 Multilateral Organisations

With Nauru recently becoming a member of UNESCO it saw a number of new initiatives with huge benefits gained from projects and training workshops.

Such projects as Associated Schools Project (ASP) which involves selected schools and UNEVOC, which Nauru recently became part of, and is increasing its activities of assistance to the vocation training centre.

UNESCO assists with country Participation Programmes (PP) for improvement and maintenance of culture, technology, communication and education. It also organises training workshops for education and culture, which we are currently benefiting from.

Other organisations have contributed and are continuing to contribute to education and training. WHO has contributed immensely by organising and conducting training workshops on health promotion and several projects for the improvement of quality of life for the people. It was also instrumental in assisting with the healthy island programme, which vision was embodied in the Yanuca Declaration (1995). Born out of this is the Health Promoting Schools project with all Nauruan schools participating.

Commonwealth Secretariat has contributed with organising a series of development programmes working directly with the young people through the Youth Affairs division.

4.2 Bilateral Organisation

Other cooperative efforts in EFA are specific organisations which have arranged bilateral agreements with Nauru for certain projects and education and training programmes and schemes to be undertaken and conducted.

AusAID, NZODA, JICA currently assist in capacity building, with direct programmes and various other indirect assistance through third parties, which usually are recognised by, and are already associated with, with government departments in specific projects.

The Republic of China (Taiwan) also assists with some projects aimed at capacity building in areas of agriculture and other social and economic self-sustainable activities. The most important cooperation is the RON-ROC Housing project to commence soon which will help ease the prevalent housing problem.

4.3 Regional Institutions

There are other organisations and institutions that are regionally based which are just as important and valuable partners as the bigger ones in the effort towards capacity building and EFA.

South Pacific Board of Educational Assessment (SPBEA) contributes with assessment administration as well as certification. It also offers advisory and consultancy services to the department.

USP and its various institutes also deal directly with affiliated government departments with education and training and other social and economic development projects.

SPC and the Forum Secretariat are also involved in organising capacity building workshops and sponsoring specific projects on education, HRD, youth and environment.

Pacific Islands Association of Non-Government Organisation (PIANGO) is also involved in organising and conducting workshops to educate and train grass-root people through their respective organisations.

4.4 Community Involvement

Local organisations and interest groups also organise and conduct various educational and training activities for the all age groups.

Their participation is together with the general public and government in a series of public seminars to review and determine Nauru's direction for Education and other important social activities.

Table 2

Year	Activity	Target Group	Results
1994	Seminar Education for Nauru	Community	10 Year Plan
1997	Seminar Nauru Ed for the 21stC	Community	Progress of 10Yr plan + revision
1999	Seminar Nat Ec & Dev Summit	Community	Revision of above
	Annexes 1.2.3		

Source: Department of Education, Nauru

5.3 Investment in EFA

5.1 Government

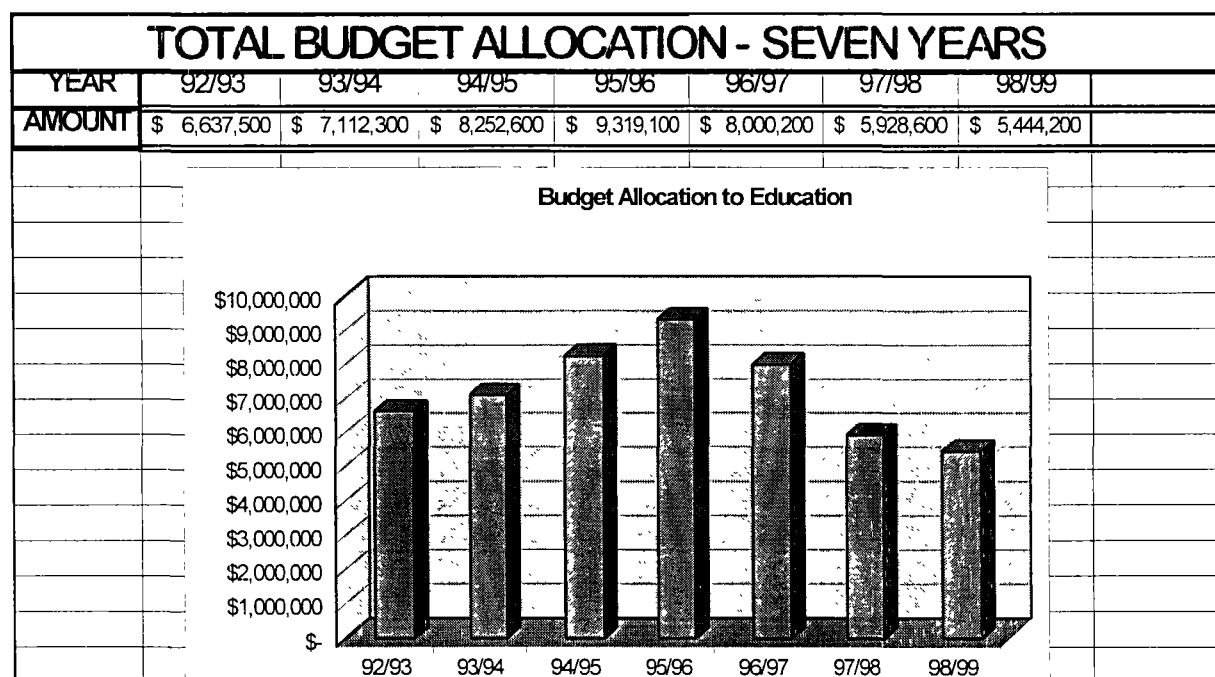
The government is the major investor in educational activities, particularly the formal sectors of education, Pre-school to Year 12. Government is also responsible for vocational training, teacher training and nursing training. Because of the lack of local tertiary institutions scholarships are awarded for overseas studies.

There are other institutions and organisations that sponsor specific education and training activities for various purposes on island and off-island. These organisations are local as well as based overseas..

Annual budgetary provisions are made to finance formal and some non-formal educational and training activities. Even though the allocation for education over the last seven years shows an irregular trend, its share of the national budget was more or less predictable. Its share of the national budget is making a gradual increase. Of course it is difficult to get any trend at this stage while the country is undergoing economic reform.

The table and graph over show budget allocations over the last seven years, financial year 92/93 to 98/99. Please, note that the figures are approved allocations only and not actual expenditures.

Figure 1



Source: Department of Education, Nauru

Nauru, in recent years, has committed between 6% and 8% of its budget to education. Of this 6 to 8% one third has been directed to scholarship students (overseas). It is proposed that by the year 2000 [as part of the commitment to Human Resource Development] Nauru will target 25% of its recurrent budget allocated to education and training, of which not more than 10% is directed towards overseas scholarship expenses.

For financial year 1997-1998 the budget allocation is 5,928,600 of which Early Childhood Education gained 18.7%, Primary Education gained 30.5%, Secondary Education with 30.8% and Post Secondary Education with 13% and the remaining 7% went to the Education Central Administration. It should be noted that the share for Secondary Education and Post Secondary Education was boosted by allocations for scholarship for secondary students and tertiary as well as teacher training which have been included in calculations of those sectors concerned. Overseas scholarships are offered for study in Australia and some in Fiji.

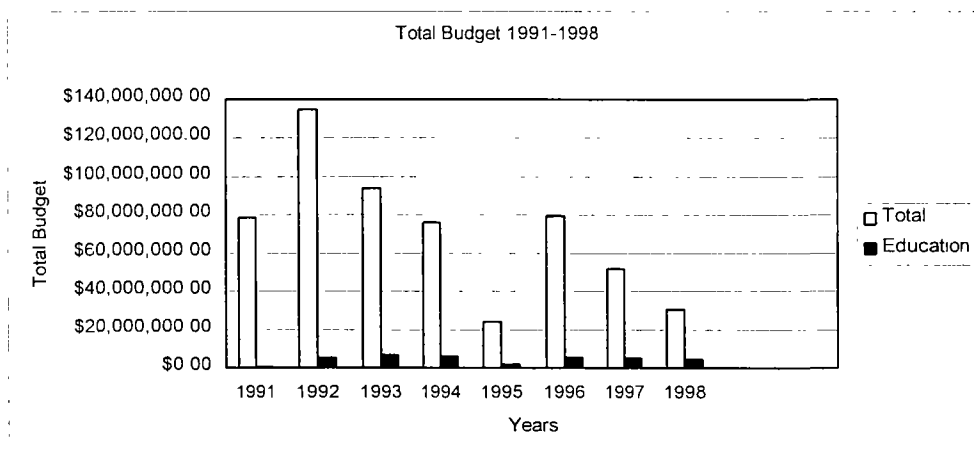
Allocation to education does not quite give us the real expenditure that was incurred out of the budget. Actual expenditure is sometimes less and this is due to various problems encountered such as difficulty in securing funds.

Public expenditure in education

The actual expenditure over the last ten years is indicated in the tables below.

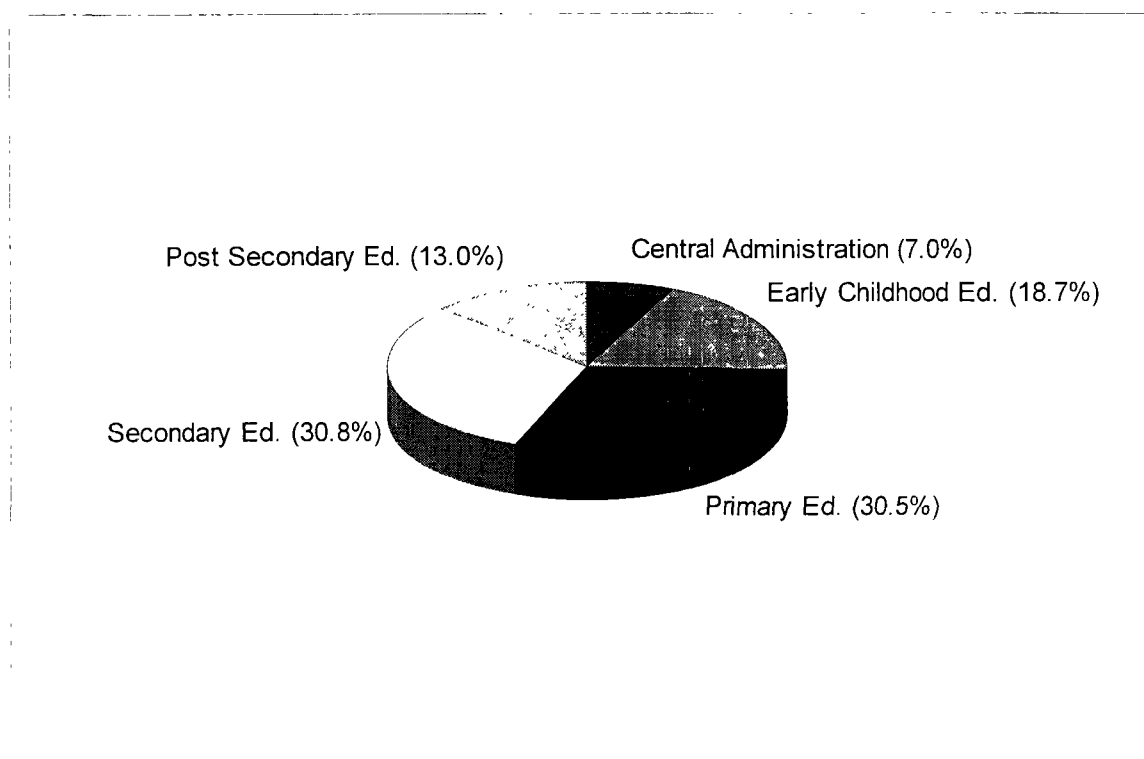
Table 3

Source: Department of Education



The chart below shows the share by which each education sector is allotted.

Figure 2



2

Source: Department of Education

The \$5,884,300 budget request for the 1998-99 financial year reflects the economic difficulties that Nauru is experiencing.

5.2 Development Partners

Other than the government, organisations via bilateral or multilateral agreement do invest in some form of education and training for Nauruans.

AusAID is the major investor in education through its scholarship schemes and sponsorship of specific capacity building programmes. Others include JICA, UNESCO, WHO, SPC and the Pacific Forum.

There are other sponsorship funds available for utilisation, which Nauru can still gain access too.

5.3 *NGOs*

There are some NGOs that sponsor specific education and training programmes. The *Teaching the Pacific Forum project (TTPF)* which assists in teacher training for History and Social Science and in developing a Pacific history textbook. This is funded by the Sakagawa Foundation of Japan.

Other NGO sponsorship comes from various other sources from abroad such as PIANGO and the local version NIANGO.

Church and some special interest groups also contribute in some way or another by sponsoring some educational programmes or related activities.

5.4 *Private Sector*

Very little activity is coming from the private sector with regard to investment in education and training as this sector is very small and still being developed by government as part of its privatisation programme. There are, however, small fragmented contributions in the way of small sponsorship of achievements of students and schools as part of their assistance in the form of promotion.

Part II Analytic Sections (covering the years 1994 – 1999)

Convention on the Rights of the Child (CRC)

Nauru ratified the CRC on 27th June 1993, thereby, making a commitment to the child's right to education. Article 28 of CRC establishes that right. Education is recognised to be essential for all children. The article stresses the right must be achieved on the basis of equal opportunity". This in summary includes:

- Making primary education compulsory and available free to all;
- Promoting the different forms of secondary education and vocational education;
- Making higher education accessible to all;
- Making educational and vocational information readily available; and
- Taking measures to encourage regular attendance at schools and reducing dropout rates.

International Conference on Population and Development (ICPD)

Nauru endorsed the Programme of Action of the International Conference on Population and Development (ICPD) held in Cairo in September 1994. As such, the Government pledged:

- To achieve universal access to quality education, with particular priority being given to primary and technical education and job training, to combat illiteracy and to eliminate gender disparities in access to, retention in, and support for, education;
- To promote non-formal education for young people, guaranteeing equal access for women and men to literacy centres; and
- *To introduce and improve the content of the curriculum so as to promote greater responsibility and awareness on the interrelationships between population and sustainable development; health issues, including reproductive health; and gender equity.*

Convention for the Elimination of all Forms of Discrimination against Women (CEDAW)

Nauru acceded to the CEDAW . By doing so, the Government acknowledges the strategic objectives contained within CEDAW relating to the elimination of gender discrimination against girls and women. These include:

- Ensuring equal access to education;
- Eradicating illiteracy among women;
- Improving women's access to vocational training, science and technology and continuing education;
- Developing non-discriminatory education and training;
- Allocating sufficient resources to monitor the implementation of educational reforms.

Copenhagen Declaration on Social Development

Nauru was a signatory to 1995 Copenhagen Declaration on Social Development and thereby pledged their commitment to the rights and goals relating to education that are contained in this declaration. In summary these are:

- The right of all children to education;
- That school discipline will be administered in a manner consistent with the child's dignity;
- To encourage the international cooperation in education especially to eliminate ignorance and illiteracy;
- That the education of the child should be directed to developing the personality of the child, their talents and mental and physical abilities: developing respect for the child's parents, cultural identity, language and values; preparing the child for responsible life in a free society and developing respect for the natural environment;

Basic Agreement between World Health Organization & Nauru

An agreement was signed between WHO and Nauru on July 31st 1995, in Nauru involving Administrative and Technical Advisory Cooperation.

6 Progress toward goals and targets

Progress towards all the goals and targets set for EFA are generally mixed. Some have been achieved while others are still in the process of realisation. Others have simply been purely unachievable with the current conditions that schools and the country at large are experiencing.

The goals set out in part one of this report have been condensed to allow a general commentary that gives a holistic view of the progress.

6.1 Early Childhood Education

***Target:** To provide up to two years of Early Childhood Education facilitating growth in all areas of the child's development. To support and include the family and wider community, and review and strengthen the professional performance of teachers and the curriculum in the Early Childhood area.*

The target has been reached with the early childhood sector receiving 18.7% of the education budget in the 1998/99 financial year and four centres established, each of which is still building up its current resources and equipment.

There has not been any official review on teacher performance to date as hoped for. However, teachers have been observed closely throughout and there is still a lot of room for improvement. Preparations are under way for the Department of Education to undertake a teacher evaluation at all levels before the end of the year.

There have been ongoing training workshops organised for all early childhood teachers at various times of the year ensuring teachers are kept up to date with the trends. Teachers are

encouraged to upgrade their qualifications or take relevant non-accredited courses to help them improve their performance.

A formal review of the curriculum is in progress. The BELS team from the Institute of Education at the University of the South Pacific has been supportive with the literacy programme in the infant school.

The number of enrolments in early childhood development programmes over periods 1991 and 1998 increased by about 17% though the population of children 3 – 5 years of age was more or less static. Even though the number of males in years, 1991 and 1998 is slightly greater than that of females, the Gross Enrolment Ratio (GER) is greater for females in both years by 10% and 9.2% respectively. This means that males are showing slight improvement in pre-school attendance as the years go on.

As at 1998, the GER for national enrolment for early childhood education was 75.4%, which is 12.7 higher than that of 1991.

Enrolment in early childhood development programmes 3 – 5 years

1991 Table 4

		Enrolment			Official age-	GER (Gross	Gender Parity
		Total	Pre-schools	Others	Pop (3-5 years)	Enrolment Ratio)	Index
NATIONAL	TOTAL (MF)	447	447		713	62.7	1.2
(The whole country)	Male (M)	211	211		365	57.8	
	Female (F)	236	236		348	67.8	

1998 Table 5

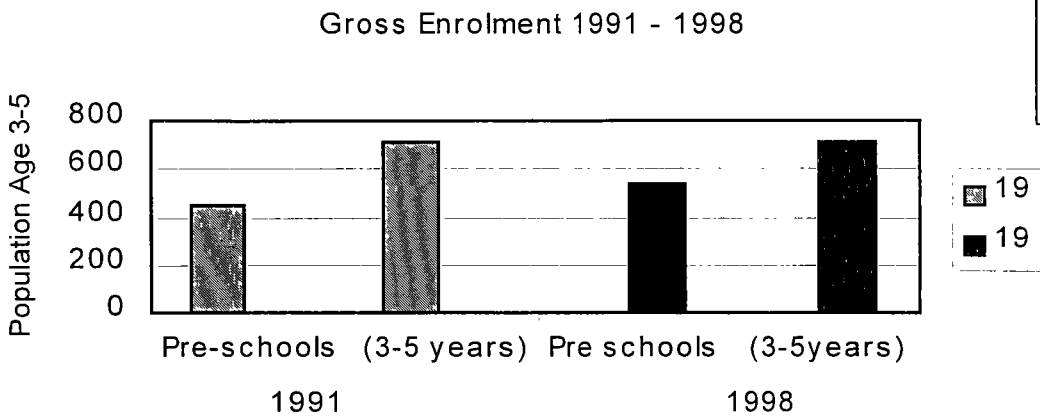
		Enrolment			Official age	GER (Gross	Gender Parity
		Total	Pre-schools	Others	Pop(3-5years)	Enrolment(ratio)	
NATIONAL	TOTAL (MF)	538	538		714	75.4	1.1
(The whole country)	Male (M)	261	261		368	70.9	
	Female (F)	277	277		346	80.1	

Source: Department of Education - Statistics

Enrolment 1991-1998

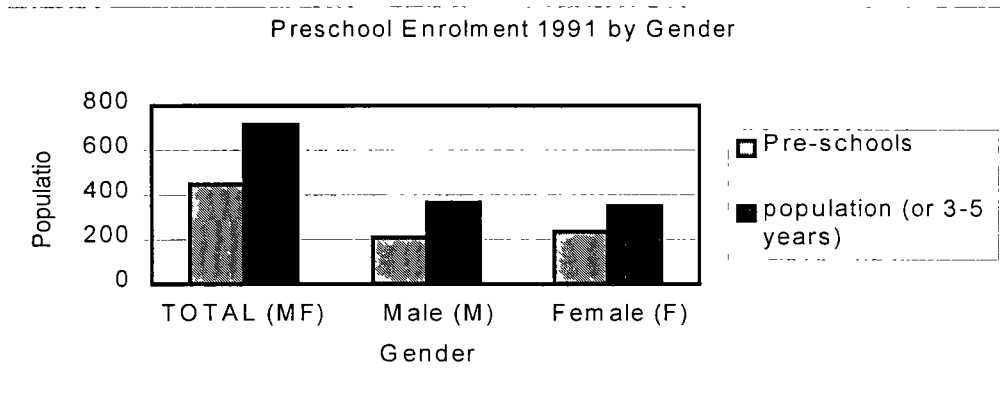
Table 6

Source: Department of Statistics



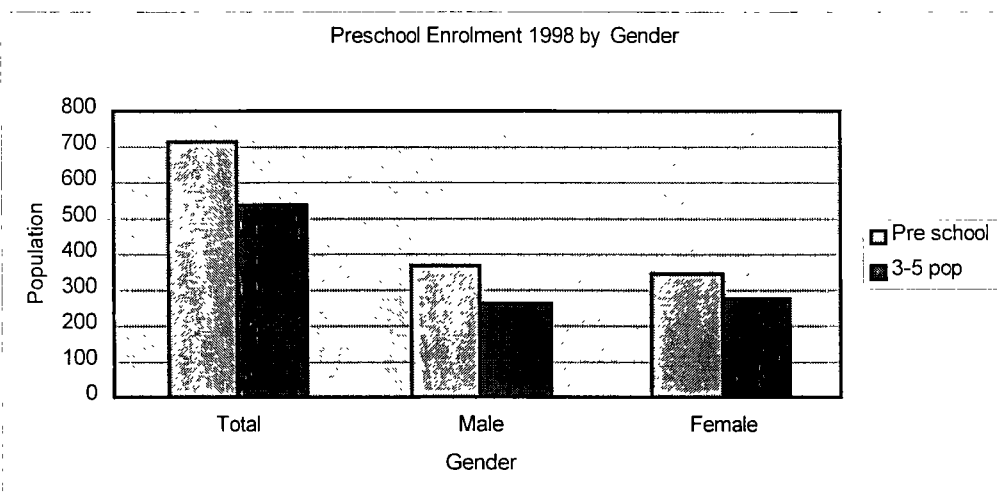
Gross enrolment by gender - 1991

Table 7



1998

Table 8



Source: Department of Education

Percentage of primary grade 1 pupils who have attended some form of ECD

In 1998 the 100% target was almost achieved.

6.2 Primary

Work is still in progress to have a revised set national education policy.

There has been some progress towards achieving a single teaching service to include those employed in the private school as part of one teaching force. Negotiations between the government and the church school have been going on and an understanding and agreement will be reached in the very near future.

Common curricula have been achieved for all schools. However, the review of the primary curriculum is still going on and is expected to be completed before the end of the year 2000.

There is now a national Nauruan assessment and award scheme. There is a common assessment done at all levels of the primary sector. To mark the end of successful primary education, students at Year 6 level sit for the Nauru Primary Certificate.

Rebuilding of the new Denig Primary School was started in 1998, a delay of 2 years due to lack of funding.

Teachers' salaries have remained static and little help has been able to be provided to schools in the way of material resources.

However, schools have been painted and the level of maintenance lifted.

Pupil teacher ratio 1998

Table 9

	Total enrolment			Total number of teachers		
	Total	Public	Private 1	Total	Public	Private 1
Total Enrolment	1,673	1,401	272	Total Teachers	59	12
Pupil-teacher ratios						
Total	Public 23.7			Private 22.6		

Source Department of Education

There are also 11 teacher trainees in schools, which again lowers the teacher ratio numbers

6.3 Learning Achievement and Outcomes

The attempt to put checkpoints at various levels of the school system to determine students' achievement levels has been realised to a certain degree. There is an achievement checkpoint at Year 6 with a national examination and assessment for the award of the Nauru Primary Certificate. The certificate programme is national and now includes all schools on Nauru.

The students' appraisal system that was hoped for is progressively being applied in schools. Students are being rewarded and acknowledged for their achievements. Some students win scholarships through contesting public examinations.

Even though promotion to the next Year level is automatic, in most cases, as long as one achieves a 75% attendance irrespective of ones academic performance, it is evident that students are trying harder to ensure they pass their mid or final year examinations.

The academic standard in all schools is still improving and will take some time to reach the level that was hoped for, that is, to be internationally comparable.

6.4 *Adult literacy rate*

The general hope to have all students literate in English and Nauruan is difficult to achieve with languages. English is being taught at school while Nauruan is not formally taught at primary but spoken widely. Nauruan will take time as the work of preparing the written form of it is slow. Nauruan has two known scripts and decisions have to be made about which script is to be official and thus can be used in schools. The majority of students who pass out of school will have a reasonable level of literacy particularly in English. Although illiteracy is not a problem for Nauru it is the level of literacy that is a concern.

In 1995 PILS testing was introduced into the schools but the hoped for book flooding did not eventuate. A community programme of literacy awareness was started in 1998 with the assistance of the Bels programme. By 1997 there were some teachers trained in ESL. The target of a balance of male and female teachers and a full inspection system for literacy standards is well in the future and there is growing concern that the literacy level of the Nauruan community is well below the level hoped for.

The Institute of Education at the University of the South Pacific with its BELS programme is doing well to prepare teachers and students with new methods of teaching and learning to read, write and speak well. This good work being done in schools will make a positive effect on the secondary schools and later the adult , in time.

6.5 *Educational Training skills*

No data available

6.5.1 To provide vocational courses for students and adults.

There is great difficulty in introducing vocational courses in Nauru owing to lack of finance, space and effective personnel. A limited Technical Studies course was introduced in 1995 but lapsed on account of the equipment and personnel difficulty, as did vocational courses

introduced in 1996. A hospitality course was introduced in 1996, two years before originally planned and a shirt-making course is still on track for 1999.

6.5.2 To assess the needs of, and provide the hardware and courses for information technology.

In 1995 a computer network was provided for the University of the South Pacific and the Vocational Centre. Hoped for technology assistance for other schools was not possible owing to lack of finance in the intervening years but a full Information Technology Course is presented at secondary school for Year 12 PSSC.

6.6 Education for better living

6.6.1. To foster and preserve pride in the Nauruan Cultural heritage.

No progress was made in this area at all. This must be addressed in the future as it is a major concern to the Nauruan community that pride and heritage is being lost.

6.6.2 To ensure that all students are equipped for the world beyond school.

In 1995 the traditional arts and crafts courses were reintroduced to all students but the initiative ceased in 1997 owing to a lack of instructors. A Human Development course was mooted for 1997 but failed to eventuate but Elementary First Aid and Life Saving courses, which were planned to start in 1998, actually began in the year 12 age group in 1996

6.6.3 To develop health awareness and identify problems at an early age.

The plan to liaise with the Health Department in 1995 to establish the current needs and regular visits was delayed to 1998 so that none of the planned health advantages of regular dental visits, a health curriculum and an immunisation programme eventuated. However the Health, Youth and Sports sector is now working with the WHO and has committed Nauru to becoming a Healthy Island by the year 2001.

6.6.4 To provide a feasible programme of extra-curricular studies.

This target has been reached with an after school activities programme being established in 1995, the coordination of all educational projects and workshops in 1997. A regular media timeslot for education came in to being also in 1997 and a network of community resource people established in 1998. Cultural exchanges with other countries aimed for in 1999 have not eventuated.

As well, UNESCO Apia's two year youth programme which began with the training of a core group of four young people from each of thirteen Pacific Island countries resulted in a National Youth forum and other activities, which have contributed to education for better living for youth.

7 Effectiveness of EFA Strategy, Plan and Programmes

In hindsight some of the material strategies and plans were unrealistic and ambitious given the deteriorating effects of the economy in Nauru with the advent of phosphate mining the source of Nauru's income, wealth and economic activity entering its final few years. Finance has become a problem and consequently there is a need for Government expenditure to be reduced. When this happens the schools, health and police sectors become immediately disadvantaged.

- **Education for the Disabled**

It is the wish of the people of Nauru to have the disabled children needs for care and education met.

The department is committed to this course and is putting together a programme and organising facilities to house and support these activities.

A centre for caring and learning for the disabled will be established. Everyone's support in this regard is called for.

- **Standards**

The Government would like to see educational standards rise. It has identified target areas that would be starting points for development activities.

Early Childhood Education. This is where literacy and numeracy need to be strengthened.

The department is committed to see the quality of teachers improved and the curriculum base improved at that level. The department has commenced work in this area and will be listing this as one of its priorities.

There will be a complete diagnosis of the system to identify other areas to be improved.

- **Staffing**

The department is still experiencing teacher shortage in most sectors of the school system but has taken temporary measures to ensure that pressure on schools is minimised. Class sizes have been increased and curriculum support to teachers has been intensified so that the load is bearable. Load sharing between staff and inter-schools is also an approach being employed at this time of crisis. This strategy is looking positive.

Schools and centres are commended for their endurance by putting up with the larger than desired class sizes. The pupil-teacher ratio currently stands at 1:24 and possibly greater with the truancy. This increase in teacher-student ratio will only be temporary until recruitment is finalised. The desired teacher student ratio is 1:20.

This problem affects all sectors of the school system, particularly that of Nauru Secondary School. The department has not been able to replace the teachers who took terminal leave last year. The department did make every effort at the end of last year, and at the start of this year to secure appointments, but all approached turned down the offer except one, who is now here and teaching at Yaren Primary School.

It is admitted that it is difficult to get the better quality teachers on account of the service and salary conditions currently offered. The department is working on a proposal to other regional Education Ministries to have a common teacher pool established where all can draw and benefit from in times of crisis as the one we are currently experiencing. This teacher shortage is felt right around the region, even by close neighbours Australia and New Zealand. The department and the Chief Secretary's Department [which is responsible for teacher recruitment] will work closely together to have this problem solved.

However, we have been fortunate to have some qualified teachers appointed locally and they have certainly eased the problem for the time being at least.

- **Vacant Positions**

There are quite a large number of vacant positions in the department, those of teaching and some of ancillary nature. The department is aware that we do not have enough qualified locals to fill the vacant positions but we are looking elsewhere for temporary appointments while we train our teachers, or upgrade the qualification for those already certified so that they will meet the criteria required for those positions.

Some positions will be advertised soon which will allow those already in the system or those outside and qualified to apply for. Some of these positions are prominent and have been left vacant for some time. I hope that by doing this we could get more stability and continuity in schools. It also provides a clear career path for teachers and it gives an indication of mobility instead of stagnation.

- **Teacher Training Centre**

It is now becoming more important and crucial to set up Nauru's own teacher training centre as soon as possible. NPC has allocated MQ 98 (the old USP Centre) at Aiwo to be used as a teacher training centre. Repair work and renovations will commence as soon as materials are organised and confirmed.

- **Teacher Trainees**

It is difficult to attract enough students to train for secondary teaching, basically because most students do not have the confidence to work at that level. Also the entry requirement into secondary training is greater than that of primary, which our students struggle to attain. However, the department puts their trainees on bridging courses into secondary training. This is mainly done by students successfully completing certain compulsory units via USP extension.

It is a concern that a lot of teacher trainees in the infant schools in particular, are still classified as trainees even after they had attained their **Pacific Pre-School Teachers Certificate (PPSTC)** through extension at USP. This means that their official classification prevents them taking full control of a class. These teachers who have gained their PPSTC would be confirmed as locally trained Pre-school teachers and given full classroom responsibilities. They would, however, be required to continue upgrading their qualifications at the USP Extension Centre. Those who would like to move to primary level would be included as part of the first intake at the Nauru Teacher Training Centre. For those who have performed well in their PPSTC training and have good a record in school would be considered for overseas training in Fiji.

Cooperative Effort

• **Community Involvement**

The department has been successful in re-establishing Parents & Citizen's Association in all the schools. Through its School Support Section the department maintains constant contact and liaison with schools and P&C groups. Some of the P&Cs are active and some have set up funds for school use for urgent requirements.

Some P&Cs have held a series of bazaars to raise money for their schools. This is very much welcomed. It is a good thing to see parents taking active part in the running and support of their schools instead of depending entirely on the Government. Some, it is pleasing to note, have donated capital items such as a photocopier and water pump.

The department is pleased to say that all our P&C Committees are active and are meeting at least once a month. The department appeals to everyone to show support and solidarity by attending at least a meeting of P&C of our district schools, or if possible make a generous donation, which would be much appreciated.

A national forum was held on issues facing Nauruan education - now and beyond 2000. Community involvement in the scholarship reviews, selection and planning activities was introduced.

• **School Buildings**

Most of the school buildings are suffering from over forty years of usage, normal depreciation and weathering. Inspections have been conducted and a staged refurbishment programme has been drawn up with the assistance of the Department of Works and Community Services.

The water supply problem in all schools has been solved. Some schools have received new water tanks and others had their existing tanks repaired or serviced.

- **School Supplies**

This continues to be a problem as all school supplies are imported and slowness of delivery and delays often result in shortages of supplies in classrooms.

- **Basic Education and Literacy Support (BELS)**

The department committed to an ongoing programme under BELS.. The professional development workshops are being conducted by the Institute of Education of the University of the South Pacific. This programme is going well.

All funding for the workshops was externally provided via the Institute of Education at USP. The Department of Education provided the professional support and the coordination.

- **Early Childhood Education Programme**

The Department also organised ongoing workshops on Early Childhood Education which were conducted locally. They were facilitated by the staff of the Institute of Education of USP. This type of workshop is fully funded by external sources.

Parents were also encouraged to attend the workshops.

More workshops will be organised for all teachers to ensure that they keep up with new trends. The workshops target all teachers as well as primary.

Curriculum Section

- **Primary**

The curriculum for the primary level is currently undergoing review. The *Scope and Sequences* for all core subjects, which has been in use for the last couple of years, is being looked at by the department with all school level coordinators including those from Kayser College and Location Primary School who are now following the national curriculum. This major task is anticipated to take several months, possibly well into the latter part of next year to have a complete revamp of the entire primary curriculum.

An assessment and award structure has been developed and standardized literacy/numeracy assessment occurred in February 1995 with the cooperation of the South Pacific Board for Educational Assessment. The Nauru Primary Certificate examination was introduced in 1995.

- **Curriculum Subjects**

The **Science** curriculum is the first subject to be reviewed and updated to a generally acceptable standard. Where possible concepts were adapted to the local situation and the contents made locally relevant and culturally suitable. All working papers have been sent to the Institute of Education at USP, Suva for editing and comment, after which the first draft will be printed and sent back for the department's approval and piloting. Negotiations for funding this particular project have been finalised and secured from an external source.

Also as part of this project, the department was involved in a Science materials production workshop in Suva, Fiji. Professional funding and assistance were provided by Department of Education and UNESCO respectively.

A Science expert at the Institute of Education, USP has been invited by the department to visit later on in the year, subject to external funding being secured. His terms of reference are to conduct a familiarisation workshop of the new Nauru Science curriculum materials for primary schools.

The **Social Studies** curriculum is being prepared for review after Science is completed. Already a lot of progress has been made in updating the scope and sequence of the Social Studies curriculum. The coordination and writing of topics and themes for all schools to follow has made it possible for a standardised mid-year examination to be conducted.

Similarly, other subjects such as **Health, Mathematics** and **English** have been made common and thus nationalised for all schools to follow.

- **Health Promoting Schools**

The programme is going well in all schools. Teachers and students are trying their best to promote healthy life style in schools and in the community.

Sporting activities and clean-up campaigns are some of the ongoing activities that children and sometimes parents get involved in.

It is becoming evident that there is an improvement in the attitude towards health issues.

- **Tropical Western Pacific Programme (TWP) - ARM Nauru 99**

Partnership with the ARM project group over the past couple of years has seen the department benefit from curriculum development in the Climate Change area of Science with text books produced and delivered for the senior primary and secondary levels.

As part of the development programme ARM donated two computers to the department for school utilisation for the purpose of analysis of real time data produced at the weather station at the Denigomodu station.

ARM will also be giving the department for secondary school utilisation, a meteorological station after the completion of the ARM Nauru 99 Field Campaign.

All Government departments are now committed to working together to support the education of our children. It is generally agreed that the children of this nation are the target and hope for future prosperity and all should make every effort in collaboration to ensure the best is afforded to them.

8 Main problems encountered and anticipated

Under the current economic condition it is becoming difficult to secure funds for education.

- **Personnel Change**

Nauru has had changes of government over the past five years. This drastic change has seen various departments combine, only to be desegregated after a relatively short period of time. It is rare that an individual stays in a position of responsibility long enough to be able to really gather the loose ends together and begin to make a difference in the way of ensuring that various policies and procedures are carried out.

If an individual does well in a position he/she will be promoted and the process begins again, as there has not been time to establish solid basic procedures.

- **Data Gathering**

The sad lack of a solid data base and procedures for the gathering of data to assist the effectiveness of the educational goals and targets has been brought home by the requirements of this report. This again reflects on the changing personnel problem and the moving of departments sectionally as well as from building to building. Any data that has been collected would be well scattered through various government offices.

Personnel assistance has been requested from UNESCO to enable the setting up of a policy and procedure re data collection. This would enable the Education Department to have a cohesive data collection and collation system by the year 2000.

- **Economic Reform**

Nauru is going through a period of readjustment with the winding down of the phosphate mining industry and the consequent monetary restraints that have been forced on to the government. All budget levels have been drastically cut and there has been the consequent cutting back of the basic repairs, maintenance and resourcing of schools.

Additional pressure is placed on the government as all land on Nauru is privately owned, all government buildings are on leased land for which rent is paid. Land leases are presently up for the 99 year review and this could have dire economic results for the government as the population, some of whom have been retrenched, wish to earn money for their own livelihood.

- **Workload**

Teachers are expected to take on more responsibility with the guidance and social problems of students today and this, coupled with the workload of the new curriculum requirements, places a large workload on the teaching fraternity which is going to accelerate. Nauru also has the problem of teacher retention and change and short staffing in schools puts additional stress on teachers who have to give up their preparation time in order that the young people have the teaching that they deserve.

Education ministers and officers are also stressed as the workforce that is dwindling on account of economic restraints has to cope with the extra requirements that appear to be generated by the age of technology.

- **Teachers**

Nauru has the problem of not being able to attract enough teachers to Nauru, and also having to use staff who are untrained. Expatriate teachers, although obviously welcomed, do cause problems in that they bring their own curriculum ideas with them and consequently schools are inclined to have a 'multi-faceted' curriculum incorporating the various ideas and methods which are brought by visiting teachers.

There is no accommodation for teachers on Nauru and the expectations of some teachers who arrive to spend time in schools is such that they do not stay for any length of time.

- **Distance and Communication Problems**

Communication is difficult in Nauru. All activities associated with schools are activated from the Education Department and the old telephone system and consequent lack of reliable communication causes many problems. Nauru is a small country but the lack of any form of public transport makes moving from one part of the island to the other extremely difficult, if not impossible without the good will of the population. Nauru owns and runs its own airline, which is now economically sound, and has regular flights to Nadi and Brisbane. There are times when airline constraints causes delay.

- **Lack of Resource Material**

Nauru, in common with every country, never has enough resources. The changing curriculum requires a greater range of resources and the technological age requires schools to be resourced in computer technology, an expensive exercise which cannot be covered by the education budget. In addition to the resourcing is the finance required for the maintenance and replacement of equipment.

- **Health**

Life expectancy in Nauru is the lowest in the Pacific Islands. The young are lost through accidents, mainly accidents caused by drinking and driving. In the middle-aged range group circulatory disease is the biggest threat, not helped by the high incidence of smoking, drinking, diabetes and obesity. In all it is estimated that 1747 years of productive life is lost through preventable death per year in Nauru. The government has put the "Healthy Island" project in to place but it will be at least a generation before the Nauruan population begin to "think" a healthy lifestyle.

- **Community Support**

Parental and community support is not good for schools in Nauru. Teachers are expected to teach, parent and guide, along with their other duties, and the department is expected to work miracles.

9 Public Awareness, Political Will and National Capacities

There was no public awareness campaign specifically on Nauru concerning Education for All as being such a small nation and population everyone is always aware of everything that is happening.

There is strong government support for education in general, more-so now that the government is conscious of the importance of education as part of the process towards creating a well-trained, capable workforce. The political support for all educational initiatives has been consistent throughout.

The community on Nauru has recently taken more interest in the affairs of schools and the education of their children. As a result of this more parents are becoming actively involved in Parent-Teacher Associations and the progress of the school.

Interest groups in the community are also actively involved in the promotion of their own activities which are of benefit to the education of the youth. They do their own advertising of public notices of interest over radio, by television and the local news bulletin.

Church groups are also very active in promoting education and a better way of life through their religious teachings.

10 General assessment of the progress

Good progress is being made in achieving the aims of Education for All. Assistance from contributing agencies, including AUSAID, UNESCO, World Health Organization, Asian Development Bank, and other small donors has contributed positively to this good progress.

Problems are being addressed regarding the lack of resources, qualified teaching staff, lack of facilities, and in particular the lack of land space. Progress will be slow while the nation of Nauru is in recession and reform measures are applied which are very restricting.

The Government will assist with the improvement of the training and qualification of primary and pre-school by the establishment of a new Teacher Training Center by the year 2000.

The Curriculum Review Task Force is progressing well with the review of the science curriculum and is on target to complete the evaluation of the other subjects.

The Nauru Vocational Training Center has already started to introduce new courses for improving education training and skills and, in particular, courses that have been introduced recently aim to improve the business skills of young people. These courses include small business and secretarial courses, computer literacy courses and hospitality courses.

Overall, good genuine progress has been made with support from donors and agencies.

Part III Prospects

11 Policy Directions for the Future – Way Forward

In line with community aspirations and national needs expressed at the recent public forum, otherwise known as the *National Economic and Development Summit* held on the 24th to the 26th of February 1999, the Department of Education has redirected its focus and is in the process of redefining its area of focus with attention to points of concern raised in discussions.

The education system is expected to respond by gearing its programmes that will prepare its citizens to cope with the changing economic and social conditions of the country.

At the National Economic and Development Summit held in February of this year the point was stressed that Nauru could no longer live on the overseas investments from the days of phosphate mining. There will consequently be drastic changes to consumption levels, individual and community attitudes and the way of life of most Nauruans. It was also stated that there is no cultural background for private enterprise in Nauru so training and exposure to commercial experience is needed to equip suitable Nauruans for a business career in competition with foreign owned enterprises. Nauru has yet to show that it can come to grips with the problem of adjusting to reality after many years of prosperity. Education will be required to assist the community to come to terms with this adjustment.

Unemployment, breakdown of family life and juvenile delinquency are closely linked. People may be unemployed because they do not want to work or because they cannot find work. Both apply to Nauru and both have to be tackled in a healthy society. Attitudes to work have to change through education and training and jobs have to be created in genuinely productive activities in a more diversified economy. Nauruan culture and society is under strain in transition to an uncertain future and those most at risk are the young, who, with the changing

attitudes of the day do not have the full understanding of their cultural heritage to support them.

At the summit the following vision for education was presented:

The education sector assumes higher priority for the Government. All Nauruans are literate in Nauruan and English and computer literate in an age of technology. Schools are properly equipped and maintained. Parents and teachers collaborate effectively towards education for all. Vocational educational and USP equips young Nauruans for worthwhile employment and enterprise. Locally acquired qualifications are recognised locally and abroad. Computer literacy is widespread

During the summit the following issues were discussed which resulted in a number of findings which will have to be addressed in the ongoing policies for the next five years.

It was found that the education system is failing to produce Nauruans competent to deal with the future. There is a lack of continuity, relevance and culturally appropriate curriculum which all combine to contribute to academic failure, loss of identity and sense of purpose. Schools and training facilities are dilapidated and poorly equipped. There is a need for the Education Department to provide a more responsive, economic and productive service to schools and programmes.

Significant numbers of Nauruans are illiterate in English and have a poor command of Nauruan.

Collaboration between teachers and parents is intermittent. There is over-reliance on a Government to provide education for children that lacks the sufficient human and financial resources to deliver it. A combination of shared vision, better management and collaboration and more effective mobilisation of public resources can correct this. A concerted effort is required by all concerned, inclusive of the Government's higher prioritisation of the education sector.

Teachers have a great responsibility for young people and need to see themselves as professionals, taking pride in their work. Regular assessment of teachers, with upgrade training wherever necessary, can help to raise standards.

A sound careers development programme, decent working and study conditions and qualifications based structures are important to motivate both teachers and students. A concern was expressed about the student retention rate.

Parents need to enhance their respect and support for teachers and provide greater voluntary help to schools, both individually and on a community basis. Parents and Citizens Associations should be strengthened. Parents must encourage their children to attend school and do homework

The University of the South Pacific is a valuable source of distance learning, study facilities and contact with other countries and institutions. Nauru needs to encourage further development and expansion of the centers physical and human capabilities.

Adult and community education should play a major role in raising skill levels and strengthening national and personal self-respect.

Training and education opportunities offered by Nauru's development partners should be utilised as much as possible.

There needs to be a concerted effort in promoting and encouraging greater participation in ongoing education and training for all, not just children and young people but the older members of the community as well as those who lack basic education or have a disability. Cooperative effort between community interest groups and government departments and agencies, especially, Education Department and the Youth Affair Department need to be strengthened to facilitate life long education and training for all.

The above must be taken into consideration when the policy directions for the future are formulated. However past goals and strategies must also be continued to be put in to place as the failure to implement some of these previous goals has led to the concern expressed as to the direction of the Nauruan Community.

If Nauru is serious about getting the country back into proper economic alignment once more, then investment in education needs to be a priority. It must be acknowledged that education and training is an important vehicle in providing the future leadership, industry and achievement of the nation. The Department of Education is the means by which the future progress of Nauru can be assured. As the service slogan carried on the letter-head openly and proudly promotes, **Department of Education - "Preparing Nauru for Tomorrow"**. To this end, the department intends to devote its effort and money in preparing Nauru's future citizens for the betterment of the nation.

Efforts of the department will be heavily centred on promoting, foremost, its national education system from Early Childhood to Tertiary level. The recurrent budget is reflective of this concept. It shows a shift in budget allocation, indicating a constant increase in funds per student capita for the local education system with a decrease in Scholarships for School and Trade..

The government should aim at making formal education from 5 to 18 years compulsory, that is education from Prep to Year 12. This will ensure students are fully educated to a higher level that is at of current. This will also ensure that students get fully prepared for tertiary or technical and vocational training.

Non-formal education and training need to be provided for the illiterate as well as semi-illiterate. Efforts and performances would need to be recognised by an official award and certificate system that is recognised by employers.

Nauruan Education System

Numerous research papers on the effects of schooling indicate quite consistently that the school a student attends makes a difference to that student's educational attainment. The type of school is a significant contributing factor. Therefore, it is of vital importance that our schools are fully equipped with the proper facilities, equipment, resources and, of course, quality teachers.

Increase in Student Population:

Student population continues to rise, at all schools and levels, stretching the already limited resources and facilities. Over crowding in schools and classes will eventually affect student performances. This situation should not be allowed to continue in its current trend. The department is in the business of creating and maintaining environments in which learning is maximised, and it is doing everything possible to ensure this philosophy is applied.

Congestion in Schools:

Schools are bursting at the seams with increasing retention rates of Year one students in the infant schools. Yaren and Aiwo schools are both suffering heavy congestion in addition to accommodating Denig students. In time the construction of the new Denig primary school will be a solution to the problem of increasing school population and congestion.

There is difficulty in securing land sites for new schools so therefore no provision for new schools can be considered. The department will, however, continue to search for alternative sites for future schools.

The other option on which the Department is currently working is the full utilisation of Kayser College. This co-operative work between Kayser College and the department is aimed at attracting Catholic students in Government schools back to Kayser, easing crowding in Government schools.

It is acknowledged that there will need to be incentives in order to attract students back to Kayser. Therefore the level of professional and resource assistance to the college will need to be increased to make the school an attractive proposition.. Both Kayser and the department will issue the invitation to Catholic parents to have their children re-enrolled at Kayser.

Promoting a Learning Culture

Nauru does not have a learning culture. This way of life has not yet been developed in the society. Motivation seems to be a significant factor for this. The department recognises the mammoth task of reconditioning the whole society, but it is not a too ambitious idea. The department hopes to tackle this problem by breaking down shyness barriers using promotion and publicising techniques.

Curriculum

The curriculum must be geared towards the changing economic, social conditions and needs of the country, as well as coping with living through the *Post Phosphate*, and *Rehabilitation* eras. At the same time it must prepare Nauru's citizens to be effective contributors to the economic and social development of the nation.

The learning of the Nauruan language, history and culture must be emphasized in the curriculum at all year levels in addition to the teaching of accepted values, attitudes and the promotion of good morals and ethics.

Here is a need to introduce a *Police Education Program* as part of the Social Studies curriculum, to help promote law enforcement and law obedience among students, hence, greater appreciation and respect for the law and police.

The hope for career counselling and guidance to students has not quite been realized but it is important to strive for this now that it has become more difficult to get a job from the public service. Students need to be assessing their options very carefully.

It is necessary to work in collaboration with the University of the South Pacific Centre and Non-Government Organisations. Organising and facilitating formal and non-formal educational and training courses and workshops for re-skilling, skill strengthening and learning of new and currently appropriate skills for the retrenched, the disabled/handicapped and those hoping to change or improve career prospects or those who are opportunity-prospecting either in employment or business.

To provide facilities for a Special Education programme to teach students with special needs either with a handicap or talent.

To set up a learning and caring centre for the disabled and handicapped students.

Nauruan Studies

It is acknowledged that there is a need for the education system to contribute to the preservation of the identity of Nauruan culture by having language, culture and tradition as part of the formal school programme. The research of Nauruan culture should be initiated by the Education Department in collaboration with the Ministry of Culture and Tourism so that information and icons can be collected for permanent record.

Targeted positions

The education system and its administration is moving towards 3/4 localisation rate. Wherever possible, appropriately trained and qualified Nauruan personnel are recruited to key positions within the department. Although most key positions are held in acting capacities only, Nauruans are nonetheless gaining enough experience and confidence in the carrying out of their duties. An employment and business opportunity centre should be established with the purpose of providing services in counselling, guiding, and channelling job seekers and business men and women toward prospective employment opportunities and business prospects, respectively.

Contracted Teachers

There has been a slight shift of the supply of contracted teachers employed by the department. A drop in the number of Australian teachers recruited with more recruitment from Fiji is the trend. The area of recruitment should be diversified to ensure variety and standards are

maintained. The secondary schools will continue to rely on ex-patriot teachers well into the next millennium because of the specialized subject areas that are taught at that level. Qualified local teachers from the primary section will be given an option to consider becoming secondary teachers. They will need to do in-service training and upgrades through the USP Extension Center or by taking training overseas, eventually.

Teacher Training

The quality of education will depend on the quality of the personnel employed to teach and develop the young people of the nation. While considerable effort has been made in recent years, there has to be an on-going commitment to have Nauruan teaching staff gain the qualifications and experience for the future development and strengthening of the education system. The strategy requires training in specialist areas, local training in general areas and the professional development of all education staff.

Overseas teacher training is still necessary even with the set up of the Nauru Teacher Training Center. Studies will be undertaken at institutions in the region or in some exceptional cases where specialist training is required, at a suitable Australian institution.

Professional Services

It is the intention to take a number of initiatives in the professional areas to address existing and emerging needs on Nauru. These initiatives will begin to address the community concern at the level of youth unemployment, standards in Nauruan schools, cultural deprivation, early childhood education, the need to have improved supervision and inspection of schools and individual programmes and the needs of children with physical and/or mental impairment.

The department has a certain level of obligation to address educational and training needs of youth, without venturing further than that so as not to duplicate the work of the Youth Affairs Section. Youth preparation shall begin at secondary school level and finish at the Vocational Training Centre with specific projects.

Vocational Studies will become, once more, an important component of the Senior Secondary curriculum. Financial resources are sought to establish a suitable vocational training centre to replace the industrial arts rooms allocated to the Nauru Olympic Committee.

It is necessary to support existing activities regarding standards of literacy and numeracy which must be improved and strengthened. Work on the improvement of the curriculum is to be supported with resources and professional assistance drawn locally or from overseas. There is a need to maintain comprehensive and well-stocked libraries in all primary, secondary and post-secondary schools and centers. Schools are to be provided with the necessary plant, equipment, furniture and stores.

School reviews/inspections are needed to ensure that teachers meet their obligations in attendance and performance.

Nauru will be looking for future goals and strategies to be economic-health sensitive and to be able to provide urgent basic requirements for the department to operate effectively. The

department aims to continue running positive programs to raise the standard of education and vocational awareness in Nauru into the next millennium.

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