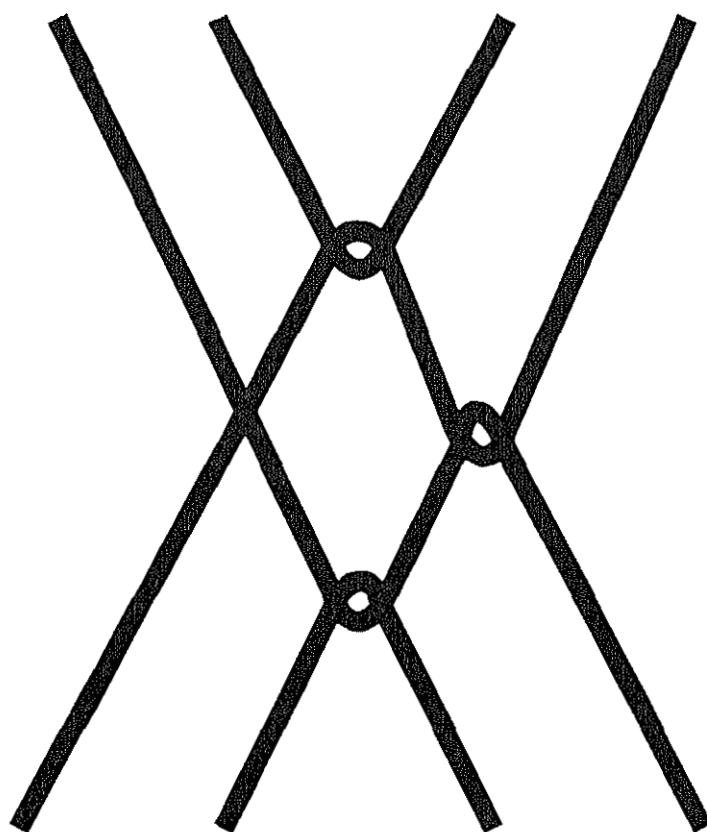


Nauru Education

for the 21st Century

PRIORITIES & NEEDS



Acknowledgements

The University would like to acknowledge with gratitude the personal support and involvement of His Excellency Kinza Clodumar, President of the Republic of Nauru, in facilitating the successful staging of the seminar. Particular mention is made of the hard work by the Honourable Minister of Education and his staff in the organisation and smooth running of the seminar. The contributions by the authors of the various papers, the panelists as well as all seminar participants, are gratefully acknowledged.

The support of the Commonwealth Fund for Technical Cooperation (CFTC) in funding the Nauru seminar is also acknowledged with appreciation.

Preamble

Education, by its very nature, is about change. It is therefore crucial that USP is not simply just a spectator, but an active participant in the process of change. It would be a serious error of judgement to assume that the institution will be shielded from regional and global changes that are taking place in the tertiary education sector generally. Member countries of the University will need to ensure that their priorities, values, assumptions, organisational structures, current and future technology, and quality controls can contribute to a successful future for USP as well as to their own national education structures.

That there are no roads maps to the future presents member governments and USP with a unique opportunity to map out their own. To chart a course that will achieve our collective purpose and is financially responsible, we must first not only understand ourselves, but also the likely trends in the external environment in which universities are expected to operate. And as USP nears the beginning of the 21st century and its fourth decade of service to the region, it is opportune to pose the question of whether its course offerings, research and consultancy activities are still responding effectively and efficiently to the real needs of its member states.

While another regional "Future Directions" conference similar to that held in Suva in 1983, was possible, the University was of the view that it would be inadequate for the purpose, given the changes in its clients' base. A minimum requirement for such a conference would be participation by large numbers of government departments, statutory bodies and private concerns usually interested in the services of the University. Clearly, this was not feasible because of resource and time constraints. As well, the University wished to ensure that its strategic planning took account of the training services offered by national tertiary training institutions, and their medium term development plans, in each country.

For these reasons, the decision was taken by the Ministers of Education to hold, over a period of 12 months, a series of national seminars in education in each of the University's twelve member states, as part of the process to develop a USP Corporate Plan. The format adopted for the seminars was designed to facilitate maximum local participation in the preparation of papers, the delivery of these papers, their discussion and analyses, and finally acceptance of decisions concerning their priorities in the education sector. The outcome of these discussions and deliberations for Nauru, the ninth in the series of seminars, is recorded in the following pages. It should be emphasised that the recommendations and proposals represent the collective wishes and aspirations of the local community.

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INTRODUCTION

The Nauru seminar was held at the Nauru Phosphate Corporation Hall and the USP Centre over a two-day period from 21-22 July 1997. Its main purposes were for the Nauru community to advise USP of their requirements for future tertiary training, and for all sections of the community to be more involved in the process of identification, formulation and determination, particularly of educational policy at the national level.

A total of five papers (see Appendices) were presented representing the views and aspirations of the public sector, NGOs, the private sector, and parents and students. At the conclusion of each paper presentation, members of the general public were invited to comment on any aspects of the paper or any other matter they felt was relevant to the discussion (see Attachment A for seminar programme). A Panel, comprising local representatives (names presented in Attachment B) were then asked to discuss and analyse the paper, take into account any comments made during the public forum session which they deemed useful, and to prioritise the needs of that section of the community as they saw them. In both the public forum and panel sessions, it was not a requirement to speak in English. Participants were welcomed to communicate in their own language and this opportunity was used by some people.

The final session of the seminar was used to bring together the various priorities of the sectors involved in a consensus "list of priorities" that represents the national interest.

This report, then, reflects what the people, Government, and education authorities see ahead for their national education system, and for their University, USP.

Summary Record of Seminar Proceedings

Monday 21 July 1997

OPENING

1. Mr John Aremwa, Secretary for Education, welcomed all participants to the seminar before inviting Reverend Evid Caleb to say the opening prayer. The opening address was delivered by His Excellency Kinza Clodumar, President of the Republic of Nauru. His Excellency welcomed the opportunity to open the seminar and challenged all Nauruans to provide the necessary and relevant inputs to the seminar. The full text of the President's address had been reproduced in Appendix 1.

2. His Excellency then posed the question of how relevant USP was to Nauru. He quoted statistics on Nauruan enrolments and noted that between 1989 and 1996, Nauru's total assessed contribution to the University was roughly about 5% of member countries' total contribution. Given these statistics, His Excellency said that the average cost of educating a Nauruan students over this period at USP was about \$3,750 per annum. This, he said, was very reasonable compared to the cost of sending students to other overseas institutions. President Clodumar then highlighted the pivotal role of education to the future development of Nauru. He went on to add that as the economy moved into the post-phosphate era, the vital resource that would determine how successful Nauru would cope with this change was skilled work force. This was where education and training could play an important part in achieving this objective. His Excellency cited the examples of Singapore and Japan which lacked both natural resources and available land, but had been successful due to strategic policies that laid emphasis on education, training and human resources development. The role of value added industries and services was also highlighted.

3. President Clodumar then made mention of the newly created Nauru Rehabilitation Corporation, tasked with the primary responsibility of ensuring the successful implementation of the rehabilitation programme over the next 25 years. In terms of human resource requirements, the rehabilitation program would require a team of 10 contracted professional and about 140 technical staff. The report recommended that young Nauruans be selected to undertake degree training in: civil engineering; architecture; town planning; forestry; landscape architecture; surveying; and waste management. In addition, new technical skills for young Nauruans would be required in the areas of horticulture and waste management at the certificate and diploma levels. The key role of agriculture in national development was also emphasised by the President. According to the report, it would take 23 years and \$230 million to complete the rehabilitation programme. In addition, another \$56 million would be required for the construction of 1,400 new homes.

4. His Excellency said that while all member countries had benefitted from USP, some country groupings had benefitted more than others. He went on to note that the Alafua campus with its emphasis on agriculture was based in Samoa and the Emalus campus concentrating on legal education was located in Vanuatu. President Clodumar observed further that if education was a source of power and wealth, then the Micronesian group by design had been marginalised in their quest for such power and wealth. President Clodumar then called for the establishment of a campus of excellence in one of the Micronesian countries. He said that the focus for such a campus could be on marine studies and the flora and fauna of atoll habitat. At the conclusion of his inspiring address, the President challenged all participants to carefully consider the issues to be discussed over the duration of the seminar and to make necessary and relevant inputs, where appropriate. His Excellency then declared the Nauru Strategic Planning seminar open.

5. Dr Pa'o Luteru responded on behalf of the University. He moved a special vote of thanks to President Clodumar for agreeing to open the seminar given his very busy schedule, before acknowledging the support and assistance of the Minister of Education and his staff in the successful staging of the seminar. In particular, he extended a special thank you to Mr John Aremwa and the Planning Committee for their hard work in the

organisation and smooth running of the seminar. Dr Luteru said that in 1983 the University had organised a regional conference on future directions for USP in order to get a better idea of the likely future demands for USP's services. However, while it was generally acknowledged that the University had by and large provided education and training in areas required by the member states, significant changes had taken place over the last 14 years in the labour markets, as well as in central government economic policies and strategies. The present seminar, therefore, provided Nauru with an opportunity to advise the University of its aspirations and needs in education and training over the next fifteen to twenty years.

6. Dr Luteru then touched very briefly on the twin purposes of the seminar; for Nauru to inform the University of its educational and training needs in to the 21st century, and for all sections of the community to be more involved in decisions affecting the future directions of their university. Accountability, transparency and relevance were therefore important issues for the University and Nauru to consider in the present exercise. On the issues raised by President Clodumar, Dr Luteru said that these would be brought to the attention of the University management for their consideration and appropriate action. He concluded by wishing all participants well in their deliberations during the course of the seminar.

SESSION ONE

PUBLIC SECTOR PRESENTATION

7. The public sector paper was presented in four parts covering the education and training requirements of all Government departments and directorates. The full text of these four presentations have been reproduced in Appendix 2.

8. The Human Resource Officer, Mr Douglas Audoa, presented the problems and education and training needs of the Department of External Affairs, the Department of Works and Community Services, the Directorate of Civil Aviation, and the Parliament. In his introductory remarks, Mr Audoa identified the following problem areas as being primarily responsible for the lack of efficiency and quality performance in the public sector:

- (i) Lack of good governance. This had in turn encouraged political interference, ministerial/political appointments, and a lack of accountability and transparency.
- (ii) The non-performance base of the public sector. This situation had led to appointments being made purely on seniority and ignoring other key factors such as qualifications, experience and performance.
- (iii) Ad hoc training programmes that had resulted in:
 - lack of qualified or trained bureaucrats;
 - lack of ethics and professionalism in the public service;
 - lack of specialised training; and
 - a territorial attitude by non-trained officers.

(iv) Ad hoc planning which had resulted in:

- lack of continuation and absence of long-term planning;
- absence of clearly defined objectives and direction; and
- lack of planning capacity.

9. Mr Audoa then identified the educational and training needs of the government agencies involved as follows:

- (a) Basic office skills and courses that would up-grade personnel skills for better productivity. For example, in areas such as basic finance, administration and management, and public relations.
- (b) Seminars and workshops on foreign affairs matters and responsibilities. For instance, aid opportunities for island countries and diplomatic protocols.
- (c) Development of courses and programmes relevant to the vocational and technical needs of the public sector.

10. The second presenter, Mr Anton Jimwereiy, spoke on the education and training needs of the Department of Island Development and Industry, Department of Fisheries and Marine Resources, Directorate of Lands and Survey, the Government Printery, the Directorate of Telecommunications, and the Nauru Language Bureau. These needs included:

- (a) Fisheries science and research.
- (b) Fisheries management.
- (c) Technical and professional training.
- (d) Computer knowledge, skills and application.
- (e) Relevant management courses.
- (f) Preliminary and Foundation courses to be offered through USP Extension Centre.
- (g) Satellite communications system technology.
- (h) Nauruan language dictionary compilation and production.

- (i) Improvement to the quality and standard of secondary education.

11. Ms Benita Debao presented the education and training requirements of the Education Department, Health Department, Justice Department, and the media. With regards to the Education Department, she said that the needs of the department varied and were inter-related but they revolved around one key consideration - the "child/students". She then went on to identify the following as key areas for priority attention as perceived by the departments involved:

- (a) Shortage of teachers especially in specialist areas such as science, mathematics, and biology.
- (b) Teachers secondment scheme with those countries that have surplus teachers.
- (c) Curriculum development.
- (d) Need for proper teaching aids, materials and equipment.
- (e) Non-formal education programme targeting the needs of the local community.
- (f) Research into the causes of the current problems faced by the education system.
- (g) Qualified people in the law enforcement field.
- (h) Teaching of science courses.
- (i) Nursing training.
- (j) Improved standard of journalism.
- (k) Continuous professional upgrading programme for the public sector.

12. On the education and training needs of the Chief Secretary, Audit, and Finance departments, the following were identified by Mr Mathew Batsiua, as of top priority:

- (a) Human resource management.
- (b) Computer Training.
- (c) Business administration.
- (d) Auditing.
- (e) Accountancy and bookkeeping.
- (f) Data analysis and statistics.
- (g) Graphic design and arts.
- (h) Marketing.

Mr Batsiua concluded his presentation by noting that the vast majority of public servants were not properly trained nor qualified. Moreover, those who were trained and qualified were employed in jobs outside their areas of their expertise and competence. One of the main cause of this problem was the absence of a proper training scheme for staff in the service. The Chairperson thanked the presenters for their inputs and then invited comments from the general public.

PUBLIC FORUM DISCUSSION

13. The first contribution from the floor argued that there was something wrong with the education system in Nauru. He said that the system was producing students who could not read and write. This was related to the high truancy observed in schools. Parents, it was suggested, should play a more prominent role in encouraging their children to attend school. The role of a relevant curriculum and motivated teachers in addressing this problem was stressed. It was time for all Nauruans to accept that changes

were taking place in Nauru's economic and social environment that necessitated a change in attitudes among the people. There was also an urgent call for the populace generally to re-examine their values and belief system if Nauru was to achieve sustainable development.

14. It was observed that a significant number of Nauruans were employed in jobs for which they were not trained. This situation needed to change if the country was to cope confidently with challenges in the future. One participant commented on the urgent need for the community to support all efforts currently being directed towards improving the education system in Nauru. He argued that unless the society supported these efforts it was pointless to talk about future plans and programmes for they would be ineffective. He went on to observe that Nauruans were not taking advantage of the many available opportunities for education and training. Part of the problem could be related to the perception that training in overseas countries was better than that carried out locally. In addition, it was pointed out that it would take time before Nauru could fully embrace the culture of education, due to past attitudes and circumstances.

15. There was strong concern expressed that Nauru was losing its language. It was suggested therefore that the vernacular be used as a medium of instruction in the schools. In line with this development, Government should also review the current school curriculum to ensure that it was relevant to local needs and aspirations. It was claimed that the current system was producing semi-literate students. One participant argued that the basic problem responsible for the current state of education in the country was a lack of clear education policy guidelines to guide development in the sector. In addition, he also identified early childhood education, a lack of proper facilities, and the shortage of qualified and experienced teachers as two of the more pressing problems facing education in Nauru.

16. In response to a question, it was argued that Government should not be held solely responsible for initiating and implementing changes in the education system. While the role of Government was to create an environment that would encourage students to attend school, it was also important for parents, the private sector, and others to play their part in the development of education. On the criteria for selecting candidates for

scholarship awards, one suggestion was for Government to consider awarding more scholarships to mature students. It was claimed that this group of students had a high completion rate and the majority of them had in the past tended to return home to work and stay.

17. The final contribution from the floor again reminded the seminar of the urgent need for a review to be carried out to ascertain the real causes of the current malaise in the education system in Nauru. He also called for the strengthening of existing institutions so that they could deliver some of the training currently being undertaken overseas.

PANEL DISCUSSION

18. Most of the issues raised in the public forum session were again restated during the panel discussion. Of notable concern was the lack of relevant skills in the workforce. Of immediate concern was the lack of clear policy directives to allow the schools to operate effectively and to respond to the needs of the community. It was also noted that the workforce needed to be much more professional in their attitude towards work and development generally. In the education sector, it was claimed that teachers lacked support from parents, the head office, and the society in general.

19. After further discussion the Panel identified the following as requiring priority attention as argued in the public sector papers and during the public forum discussion:

- (a) Civil engineering.
- (b) Architecture.
- (c) Town Planning.
- (d) Forestry.
- (e) Landscape architecture.
- (f) Surveying.
- (g) Waste management.
- (h) Horticulture.
- (i) Fisheries science, research and management.
- (j) Technical and professional training.

- (k) Computer knowledge, skills and application.
- (l) Management.
- (m) Satellite communication system technology.
- (n) Nauru language studies.
- (o) Improvements in quality and standard of education.
- (p) Shortage of qualified teachers - especially in specialist areas.
- (q) Curriculum development.
- (r) Lack of proper teaching aids, materials and equipment.
- (s) Development of relevant non-formal education programmes.
- (t) Commission a study to determine the causes of the present malaise in the education system.
- (u) Nursing and journalism.
- (v) Professional upgrading programme for public sector.
- (w) Business administration.
- (x) Audit, accountancy and bookkeeping.
- (y) Data analysis and graphic design.
- (z) Marketing.

SESSION TWO

PRIVATE SECTOR PRESENTATION

20. As with the public sector session, there were three individual presenters for the private sector paper. The first presentation was made by Mr Lesi Olsson, Personnel Officer with the Nauru Phosphate Corporation (NPC). Mr Olsson said that NPC currently employed about 1200 staff of which 700 were Nauruans. On average, about 120 staff were recruited annually due to resignations and other reasons. He said that the current training requirements of the Corporation were mainly in the technical and clerical areas. For example, staff needed to be trained in welding, carpentry, plumbing, accounts, and personnel management. On the criteria for recruiting new staff, Mr Olsson said that besides qualifications and relevant experience, the other main considerations were attitude, determination, motivation, and productivity.

21. Ms Rhonda Kinsella spoke on opportunities for the tourism industry in Nauru. She said that the industry was very much in its embryo stage but had the potential to generate economic activities for Nauru. If properly planned, developed and managed, tourism could be sustainable and could make a significant contribution to Nauru's economic development, it was argued. On training opportunities for workers in the industry, Ms Kinsella noted that these were very limited and assistance from USP or other relevant training institutions would be welcomed.

22. The final presentation focused on the recommendations for education and training needs as perceived by the private sector. These included the following:

- (a) Small business management courses.
- (b) Tourism courses and training programmes.
- (c) Training courses on legal rights and obligations of the private sector.

23. The Chairperson thanked the presenters for their presentations before inviting comments from the general public.

PUBLIC FORUM DISCUSSION

24. In response to a question, it was confirmed that NPC did not have a training scheme in place for its staff. However, NPC did expect its staff to return and work for the corporation at the completion of their studies if funded by NPC. It was noted that NPC currently employed around 1200 staff with a turnover of about 100 annually. On the need for relevant tourism courses, the USP Centre Director said that the Certificate in Tourism was available at the Centre but there had been no demand for it in the past.

25. The need for small business management courses was again highlighted. It was argued that what was required was for training programmes to focus more on skills acquisition rather than on qualifications. Basic skills in computing, accounting and how to run a small business were seen as relevant areas for training to concentrate on. As in other Pacific island countries, most of the small businesses in Nauru were family based. If these business ventures were to succeed, it was important for those involved to understand and embrace business ethics and practices. The importance of having the attitude and motivation were emphasised as key elements for a small business to grow and become successful. The final contribution from the public called for a career and counselling service to be made available to secondary school students as well as school leavers contemplating further studies or employment.

PANEL DISCUSSION

26. The views and comments expressed during this session reinforced those raised in the private sector papers and the public forum. After further deliberations, therefore, the following areas were identified as requiring priority attention for training as perceived by the private sector:

- (a) Small business management courses.
- (b) Tourism and hospitality industry.
- (c) Training courses on legal rights and obligations of the private sector.
- (d) Attitude - business culture.

Tuesday 22 July 1997

SESSION THREE

POST-SECONDARY INSTITUTIONS PRESENTATION

Ande Dabuae, Principal, Nauru Vocational and Trades Centre (NVTC)

Clara Alefaio, Youth Affairs Division

Baron Waqa, Director of Education, Ministry of Education

27. The first speaker referred to the President's opening address where he identified some of Nauru's human resources requirements for the next 25 years under the Rehabilitation Program. Mr Dabuae said that some of these needs were in the technical and vocational fields. This was where NVTC could play a leading role by responding in an effective and timely manner to some of these needs. Funding was one of the main concerns along with the need to upgrade facilities at NVTC to enable the institution to run relevant trades courses. While staffing was not seen as a problem, Mr Dabuae said that the Centre needed funding assistance to purchase materials for their practical courses. He also said that USP could assist NVTC by developing a programme aimed at upgrading the skills and knowledge of high school leavers so that they would be able to meet the entry requirements into NVTC. USP could achieve this by providing assistance in hosting night classes in areas such as English and Communications. Copies of papers presented under this session have been reproduced in Appendix 3.

28. The second speaker spoke on behalf of the Youth Affairs Division which was established by Government in 1991. In her presentation Ms Alefaio gave a brief background on the division whose responsibility was the development of the Nauru youth, both in and out of school, and the setting up of a systematic programme of action for addressing the issues faced by this group. She went on to say that a lot of changes, both social and economic, had taken place in Nauru with youth unemployment being one of the major problems. Given Nauru's young population, she said, Nauru's diminishing resources were under pressure, including land. Ms Alefaio then asked where the USP fitted into the picture? As a regional institution, USP should include in its current or future programmes, courses for the development of youth, youth workers, social and welfare workers. She said that the future of Nauru and other member countries was dependent

on the children. It was vital, therefore, that urgent attention be directed to addressing the problems faced by this group including the provision of adequate resources to fund appropriate training programmes and other activities. Ms Alefaio noted that there were only five qualified youth workers in Nauru with a population of 8000+.

29. She recommended that USP consider offering an appropriate programme in youth affairs, social work and welfare studies, whether at the certificate, diploma or degree level. She also acknowledged that the training of trainers was also very important. In addition, Ms Alefaio urged the inclusion in the proposed programme of a course on field education where a combination of knowledge skills, values, and personal attributes were integrated in the complexity of actual practices. In conclusion, she applauded efforts by the Commonwealth Youth Programme (CYP) in addressing youth issues through its diploma in youth development programme. She then called on the USP to consider adding the CYP Diploma in Youth Development as part of its programme offerings.

30. The last presentation was made by Mr Baron Waqa. In his introductory remarks, Mr Waqa said that it was important to note that in Nauru, years 11 and 12 were considered as post-secondary education. He said the main concern at the present time was the low standard of secondary education. This in turn had meant that only a very small fraction of students entering year 10 attained the minimum entry requirements for year 11. He said that Nauru viewed USP as a partner in development and valued its assistance in solving some of its problems. There was a need, however, for the Department of Education and USP to work closely together to determine relevant courses and programmes to address the needs of the community.

PUBLIC FORUM DISCUSSION

31. There was general agreement that the standard of education in Nauru needed to improve if the country was to cope with the challenges of the 21st century. While there was a view that the problem appeared to be at the secondary level, it was also acknowledged that the roots of the problem could be traced to the primary level. It was claimed, for example, that half of year 6 proceeding to year 7 were illiterates. One participant also pointed

out that students seemed to lose interest towards the end of their secondary education. She said that one of the main reason for this was attitude. It was important for all Nauruans to be involved in seeking a solution to the present situation in education and not to be too dependent on outside help.

32. A lack of professional development amongst the teachers was one of the main contributing factors to the low standards of education in Nauru. In the case of NVTC, the Principal confirmed that the Centre was currently embarking on a training programme to ensure that qualified and experience staff were available to teach courses in the areas identified by the President in his opening address. For the immediate future, the main thrust of the Centre's activities would be directed to addressing some the vocational and technical concerns highlighted in the Rehabilitation Programme.

33. The seminar was informed that in 1994, the USP Centre hosted a conference on education in Nauru. One participant noted that the recommendations of that seminar had not being actioned. Perhaps what was required, he said, was a body to monitor and assist education developments in Nauru. On the issue of teacher shortage, a suggestion was made for the Department to consider hiring retired teachers available under several overseas schemes such as the VSO and AESOP. The experience these teachers would bring to the classrooms, it was argued, would be invaluable. However, caution should be exercised to ensure that a balance was maintained in numbers between these teachers and new graduates taking up the profession.

34. On the issue relating to low standards in schools, it was argued that part of the problem could be explained in terms of the student's background. The family environment was also a contributing factor and parents must be made aware of the need to support their children's efforts in the classroom. While the present depressed economic situation globally had also affected Nauru, funding sources could be found to support quality and high priority projects. There was a strong suggestion for the Institute of Education to look into how the shortage of teachers problem could be addressed. One possible option was for a secondment or an exchange scheme with IOE acting as the coordinating regional body.

35. To address the low level of achievement of secondary students, a recommendation was made for the Department and USP to consider adopting the arrangement currently used in the Marshall Islands as one avenue of addressing this problem. There was also concern expressed regarding the need to address the requirements of students who had studied in Australia and had returned without completing their programme of studies. In some cases, these students had completed only part of their total programme requirements, whether courses or skills. However, before USP could be asked to assist, the first step was to determine the exact needs of this group and the likely numbers involved.

PANEL DISCUSSION

36. The seminar heard that about 81% of the unemployed were youths. There was therefore an urgent need to develop training programmes targeting the requirements of this group. While outside assistance could be sought, the first priority was to strengthen the capacity and range of courses offered by existing local institutions. Several areas where focus could be directed included leadership training and character building. In addition, adult continuing education programmes aimed at changing attitudes should be actively promoted and emphasised. The problem relating to a lack of qualified youth and welfare workers was also highlighted.

37. The second panelist argued that too much emphasis had been placed on training for white collar jobs at the expense of technical and vocational training. He said that Nauru needed more plumbers, mechanics, electricians and carpenters to assist in local development. In the same vein, an argument was promoted for training programme to target the unemployed in areas such as arts and craft. It was noted that roughly 200-300 students leaving schools each year were unemployed. In four years time, it was claimed this group would pose social problems for the country if they were not gainfully employed. It was important for Government to direct these youths to existing avenues for training that would enhance their potential for employment.

38. Truancy, according to the third panelist, was a major problem that needed to be addressed immediately by all concerned. It was argued that there was a lack of motivation among students to attend school. The causes of this problem could be traced to several factors including the performance of teachers, students not being able to relate to the curriculum being taught, and the home environment and circumstances in the case of some students. Questions were also raised as to the effects of modern technology on truancy, for example the influence of television and videos in the attitudes and motivations of students.

39. The fourth panelist raised the possibility of the Department and USP working together to formulate a programme to address the needs of those trainee teachers who had been in the system for at least four years and were still to complete their courses. A proposal was made for the award of a certificate at the completion of a certain number of courses to be supplemented by a summer school or a similar arrangement. It was felt that some of these trainees would lose interest if they were not allowed to teach after four years and would look elsewhere for employment opportunities. The issue relating to the upgrading of teachers' knowledge and skills was also raised and USP was requested to work with the Department to examine possible ways of addressing this problem.

40. After further deliberations, the following areas were identified as requiring urgent attention as perceived by post-secondary institutions:

- (a) Youth development.
- (b) Improvements to standard of secondary education.
- (c) Change of attitudes towards education among parents and students. One possible avenue could be through adult continuing education programme coordinated by the USP Centre.
- (d) Professional development of teachers.
- (e) Development of a programme to address the needs of school leavers.
- (f) Strengthening of the capacity of local education and training institutions.
- (g) Technical and vocational training.
- (h) Truancy.

SESSION FOUR

NON-GOVERNMENT ORGANISATION PRESENTATION:

Ms Elizabeth Amran; Col. J.S. Ahluwalia; Mr Livingston Hiram; Ms Sharon Buramen.

41. The views and inputs from NGOs were presented by four speakers. Copies of the four papers have been reproduced in Appendix 4. In introducing her paper, Ms Amran referred to the changing role of women in Nauruan society. She noted that in the past, learning for most women involved experiences passed down from grandmothers and mothers and these were mainly in the areas of culture and tradition, the expected roles of women in society. Ms Amran went on to argue that some of these social and cultural traditions needed to change if women in Nauru were to realise their full potential and hence contribute to enhancing their quality of life as well as those of their families and the nation as a whole.

42. Ms Amran then highlighted some of the constraints that Nauruans were expected to face in the future. These included a population which was growing at about 4.26% annually, dependence on imports for most of the basic food commodities, growing social problems such as alcohol abuse and health problems, and phosphate mining coming almost to a halt. She said that the role of women in Nauruan society was changing. Increasingly, women were expected to work and contribute to the economic well-being of the family. This had led to women becoming more independent and making decisions that had previously been outside their reach. Despite these significant changes, it was still difficult for women to discard some of the social taboos that directly impaired their ability to participate fully in social, political and economic development. The key to alleviating these taboos, Ms Amran argued, could be found in quality education and training at all levels.

43. In conclusion, Ms Amran recommended the following areas where training programmes for women should be directed: family life; marriage enrichment; home management; leadership training; budgeting; social working; gender issues; and public speaking.

44. The second NGOs presentation was given by Col. Ahluwalia. He introduced his paper by saying that people were the most valuable and important resource of any country. For any country to attain sustainable development, Col. Ahluwalia argued that it was crucial that this resource possessed the required knowledge and skills. This was where education and training could play a leading role, he said. However, it was important to ensure that education and training programmes were relevant to the needs and circumstances of the community as a whole. For Nauru, this could involve emphasis on character building, fostering a sense of patriotism, inculcation of the value of hard work, and the benefits to be accrued from living a healthy lifestyle. Col. Ahluwalia then said that the curriculum taught in schools and vocational institutions should be designed to enable students to avail themselves of opportunities for higher level studies.

45. Col. Ahluwalia concluded his paper by identifying the following education and training requirements for non-government organisations:

- * Agroforestry
- * Waste management and environment
- * Civil engineering
- * Informal education
- * Nauruan language studies
- * Strategic planning

46. The third presentation highlighted the problems of youth unemployment. To identify the needs of this group, the paper argued that one needed to ask two basic questions. Where were they and what were they doing. In response to the first question, Mr Hiram said that this group did exist and were not just statistics. The second question was a primary concern, for what the youths did with their time affected the community and Nauru as a whole. The paper noted that when students left school their option was either to look for a job or continue at one of the local training

institutions. Employment opportunities in Nauru for this group was very limited and in the majority of cases they did not possess the necessary pre-requisites for admission to further studies. With regard to the latter, a suggestion was made for USP to consider offering bridging courses to help these students obtain the required standards for entry into the vocational training centre and USP.

47. There was also a call for USP to assist NVTC expand their course offerings in areas such as maritime and agriculture studies. On the youth unemployment issue the paper suggested training courses and workshops in sports, hairdressing, and flora/fauna.

48. The last paper focused on the status of NGOs in Nauru and was presented by Ms Buramen. She said she did not belong to any NGO. Ms Buramen went on to cite two main qualities of an NGO as independence, and a responsible and constructive role in society. To ascertain the status of NGOs in Nauru, a survey was conducted consisting of eight questions circulated to 100 participants. Participants in the survey were evenly distributed between the sexes, age groups, the existing 13 NGOs, and work levels. Ms Buramen then summarised the findings of the survey as follows:

- (a) 77% of the respondents indicated that they would like to learn more about NGOs, including their roles and objectives.
- (b) 56% of respondents knew of someone who belonged to an NGO but 21% indicated that they were unaware of the aims of the NGO their friends belonged. A significant number of the respondents were not aware of NGOs' functions and purposes.
- (c) A significant number of Nauruans would like to be informed of NGOs' potential to make, implement or improve changes in Government policies. That is, how can NGOs help towards the fulfilment of basic needs, improved living standards for all, a better protected and managed ecosystems and a safer, more prosperous future.

49. The paper concluded by highlighting some of the advantages the community stood to gain by supporting the work of local NGOs. It recommended that NGOs be a network that should be tapped, enabled and strengthened in support of efforts to achieve sustainable development.

PUBLIC FORUM DISCUSSION

50. Most of the views expressed in this session supported the recommendations proposed in the NGOs' papers. In addition, it was proposed that a career and counseling service be made available to students and unemployed youth to assist them in making a choice for their future. In response to a question, one of the presenters confirmed that one of the vital needs identified in his paper was for a qualified vet. One participant said that if the perceptions concerning the roles of women in society were to change, it was essential that attention should be focused not only on women but also on men.

PANEL DISCUSSION

51. The panel identified the following priority areas for education and training as perceived by the NGOs:

- (a) Family life programme.
- (b) Marriage enrichment programme.
- (c) Home management and budgeting.
- (d) Leadership training.
- (e) Social working.
- (f) Gender issues and public speaking.
- (g) Agroforestry.
- (h) Waste management and environment.
- (i) Civil engineering.
- (j) Informal education.
- (k) Nauruan language studies.
- (l) Strategic planning.
- (m) Programmes to address the needs of unemployed youths.
- (n) Establishment of a career and counselling service.

SESSION FIVE

PARENTS AND STUDENTS PRESENTATION:

Ms Camilla Itsimaera; Ms Ellamaine Detenamo; Mr Bob Koep; Ms Charmaine Scotty; Mr Lionel Aingimea.

52. There were four presenters for this session. Ms Detenamo was unable to attend. However, her paper was presented by Ms Scotty. The full text of the five papers have been reproduced in Appendix 5. Ms Itsimaera's paper focused on the Nauru Secondary school which is Government funded. She said that the school was still trying to develop years 11 and 12 and the bulk of teachers were expatriates. Data were presented that highlighted the truancy problem experienced by Nauru between 1987 and 1997. For example, in 1987 only half of the 300 students that enrolled in that year attended classes. Ten years later, the truancy rate declined to 41% for a total enrollment of 425. During the same period the total number of trained Nauruan teachers dropped from five to four while the number of untrained teachers increased from 5 to 15.

53. On the performance of students generally, Ms Itsimaera said that in 1996 only 16 out of 80 year 10 students passed the examination. One of the main problems, according to Ms Itsimaera, was the misplaced perception that students did not need a year 10 education to secure a job. She then identified computer studies, legal studies, biology, teaching, medicine, and manual arts as areas of top priority at the secondary school level. Given USP's involvement in these areas, it was suggested that the USP Centre should work more closely with the Nauru secondary school to determine how best it can assist in addressing these needs. There was also an urgent need to develop and train more Nauruan teachers, given the current shortage of local teachers. At the same time, there should also be a programme directed towards upgrading the knowledge and skills of teachers already in the system.

54. The second presentation in this session focused on the education and training needs for Nauru as perceived by parents. These were listed as follows:

- (i) USP to expand and strengthen its continuing education programme in areas relevant to the needs of the local community.
- (ii) USP to organise work experience for students during the final stage of the programme.
- (iii) Need for USP to raise its profile and advertise its programmes and courses more within the local community.

55. The third paper argued that if changes were to be effected in the education system, then efforts should first target the home and parents. It also viewed the current problem in education as more social than academic in nature. Mr Koep said that the first priority was to ensure that students acquired a good basic education. In the case of Nauru, he said that the key for achieving this goal was to keep students motivated and interested until they graduated. In addition, he said that teachers and parents had pivotal roles to play in the achievement of this goal. For teachers, the immediate need was for improvement in their knowledge and skills. For parents, they would need to help and encourage students with their school work. In conclusion, Mr Koep pointed to the need for teachers, parents, administrators, and all interested in education to share and be committed to the vision for education espoused by the President in his opening address.

56. The fourth presentation was directed mainly towards areas that required attention by USP as perceived by students. These included: the need for the Centre to provide clear guidelines on cross-crediting; extension Centres to offer post-graduate courses; and the Centres to offer refresher courses for upgrading and professional development in both the public and private sectors.

57. The final paper was given by Mr Lionel Aingimea. It was claimed that USP was perceived by the majority of Nauruans as a 'coconut' institution and a sub-standard university. However, Mr Aingimea disagreed with this view pointing out instead that USP was now regarded as a tertiary institution offering relevant education and training for Pacific islanders. He urged all participants to work with the USP to dispel this unfounded and unfortunate perception of the University.

58. Mr Aingimea then went on to say that one of areas the University should focus on was post-graduate studies. He said that there was a demand for more post-graduate courses and programmes to be made available through the distance mode. Given the costs involved in full-time studies, it made more sense for students to complete as many courses as possible through extension studies before spending perhaps a semester or two on campus to complete the requirements of their programmes. Mr Aingimea then identified the following areas of needs as perceived by students:

- (a) Need for science courses to be offered through extension. This would require the construction of proper laboratory facilities at the Centre.
- (b) Bridging courses for science subjects.
- (c) Closer dialogue between the Department of Education and USP.
- (d) USP to raise its profile within the local community. One way of achieving this is through school visits by Centre staff.
- (e) Need for the establishment of a salary scale that equates qualification and experience with remuneration.

PUBLIC AND PANEL DISCUSSION

59. The first intervention from the floor raised the need for a mentoring scheme for Nauru. It was argued that this was a tool that could be used by Nauru in its drive towards development. For mentoring to succeed, however, it was vital that all involved were committed and supportive of the concept. A suggestion was then made for USP to assist Nauru in establishing such a scheme. The issue of training generalists as opposed to specialists was raised. For Nauru, the view was that training programmes targeting workers in Nauru should aimed to produce people who were flexible able to adjust to changing circumstances and needs.

60. In reply to a question, it was clarified that the suggestion for the institution of an Education body to monitor development in education was intended to be community rather than professional based. On the issue of truancy, a view was expressed that parents in the past had valued education more compared to today's parents. Hence, they did not tolerate truancy and had ensured that their children attended schools. The urgent need now was to change the attitudes of parents and students towards education through programmes that highlighted the advantages and benefits of being educated. It was also observed that the current economic environment facing Nauru had led to a significant number of the population reassessing their attitudes towards education and work generally. The effects of television and videos on the truancy problem was also raised and needed to be researched properly.

61. While it was generally accepted that there were problems within the education system, it was less clear what exactly these were. A proposal was thus made for Government to commission a study to identify what these problems might be. Given the reduced number of scholarships now available for overseas training (20 in 1987 compare with 2 in 1997), it was important that awards be tied to the development needs of the country. In the past, it was claimed that awardees were allowed to undertake studies in areas of personal preference without reference to the needs of Nauru. It was important, according to one participant, that the current trend not be viewed as a negative one but as a motivating factor for students to do well and be more competitive in school, and for parents to be less dependent on government support.

62. The importance of sports and culture to the development of Nauru was emphasised. The seminar was reminded that sports was now regarded as a legitimate employment opportunity especially with those who were inclined towards sports. The establishment of a sport academy/institute for the Pacific was mooted as necessary given current trends in this field. Proper training facilities and coaching were key ingredients for such a projects to succeed.

63. Other contributions from the public and panel members centered on areas that needed improvement if the Centre was to respond effectively to the needs of local students. These included: the need for a well resourced library; satellite facilities for tutoring purposes; expanded post-graduate course offerings; and the need for the Centre to educate the public about its courses and programmes, fees, and admission regulations.

64. After further discussion, the following were identified as priority needs for education and training as perceived by parents and students:

- (i) Truancy.
- (ii) Lack of qualified local teachers at all levels.
- (iii) USP to expand and strengthen its continuing education programme.

CONCLUDING SESSION

The following is a summary of the collective priorities and problem areas for education and training as identified by each of the sectors involved in the seminar. These are not presented in any order of priority:

- (1) **Civil engineering.**
- (2) **Architecture.**
- (3) **Town Planning.**
- (4) **Forestry.**
- (5) **Landscape architecture.**
- (6) **Surveying.**
- (7) **Waste management.**
- (8) **Agriculture/Horticulture.**
- (9) **Fisheries science, research and management.**
- (10) **Technical and professional training.**
- (11) **Computer knowledge, skills and application.**
- (12) **Management.**
- (13) **Satellite communication system technology.**
- (14) **Nauru language studies.**
- (15) **Improved quality and standard of.**
- (16) **Shortage of qualified teachers - especially in specialist areas.**
- (17) **Curriculum development.**
- (18) **Lack of proper teaching aids, materials and equipment.**
- (19) **Development relevant non-formal education programmes.**
- (20) **Commission a study to determine the causes of the present malaise in the education system.**
- (21) **Nursing and journalism.**
- (22) **Professional upgrading programme for public sector.**
- (23) **Business administration.**
- (24) **Audit, accountancy and bookkeeping.**
- (25) **Data analysis and graphic design.**
- (26) **Marketing.**
- (27) **Small businesses management courses.**

- (28) Tourism and hospitality industry.**
- (29) Training courses on legal rights and obligations of the private sector.**
- (30) Attitude - business culture.**
- (31) Youth development.**
- (32) Improvements to standard of secondary education.**
- (34) Change of attitudes towards education among parents and students. One possible avenue could be through adult continuing education programme coordinated by the USP Centre.**
- (35) Professional development of teachers.**
- (36) Development of a programme to address the needs of school leavers.**
- (37) Strengthening of the capacity of local education and training institutions.**
- (38) Technical and vocational training.**
- (39) Truancy.**
- (40) Family life programme.**
- (41) Marriage enrichment programme.**
- (42) Home management and budgeting.**
- (43) Leadership training.**
- (44) Social working.**
- (45) Gender issues and public speaking.**
- (46) Agroforestry.**
- (47) Environment.**
- (48) Informal education.**
- (49) Nauruan language studies**
- (50) Strategic planning.**
- (51) Programmes to address the needs of unemployed youths.**
- (52) Establishment of a career and counselling service.**
- (53) Lack of qualified local teachers at all levels.**
- (54) USP to expand and strengthen its continuing education programme.**

CLOSING

The Nauru Strategic Planning seminar was officially closed by Mr John Aremwa, Secretary for Education. Mr Aremwa thanked all participants for their inputs and said that the seminar had generated healthy discussion and debate on educational and training issues vital to the overall development of Nauru. He again reminded participants that if the current problems in education were to be addressed successfully, the support and involvement of all parties (Government, parents, students, private sector, and NGOs) were necessary.

Nauru
22 July 1997

THE UNIVERSITY OF THE SOUTH PACIFIC NAURU
STRATEGIC PLANNING SEMINAR IN EDUCATION

MONDAY 21 JULY - TUESDAY 22 JULY 1997, NPC BANQUET
HALL AND USP CENTRE, NAURU

PROGRAMME

Monday 21st July

Morning Session

8.40 am.	National Anthem - Nauru National Youth Council
8.50 am.	Opening Prayer - Rev. Evid Caleb
9.00 am	Official Opening: His Excellency Hon. Kinza Clodumar
9.20 am	Brief outline of the Seminar - Dr Luteru
9.30 am	Morning Tea
9.45 am	Public Sector Paper - Douglas Audoa Anton Jimwereiy Benita Debao Mathew Batsiua
10.30 am	Public Forum Discussion
11.30 am	Panel Discussion
12.30 pm	Lunch Break

Afternoon Session

1.30 pm	Private Sector	-	Rhonda Kinsella Lesi Olsson Ronald Kun
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ATTACHMENT A

2.00 pm Public Forum Discussion

3.15 pm Afternoon Tea

3.30 pm Panel Discussion

Chairman: **Mr John Aremwa**

Tuesday 22nd July

Morning Session

8.45 am Post Secondary Institutions paper
Ande Dubuae
Clara Alefaio
Baron Waqa

9.30 am Public Discussion

10.15 am Morning Tea

10.30 am Panel Discussion

12.00 pm Lunch Break

Afternoon Session

1.0 pm Non Governmental Organisations
Elizabeth Amram
Col. J.S. Ahluwalia
Livingstone Hiram
Sharon Buramen

1.30 pm Public Forum

2.00 pm Afternoon Tea

2.15 pm Panel Discussion

Chairlady: **Camilla Itsimaera**

ATTACHMENT A

3.00 pm	Parents/Students presentation	Camilla Itsimaera Ellamaine Detenamo Bob Koep Charmaine Scotty Lionel Aingimea
3.30 pm	Public Forum Discussion	
4.30 pm	Panel Discussion	
5.00 pm	Closing	
<u>Chairlady:</u>	Benita Debao	

THE UNIVERSITY OF THE SOUTH PACIFIC NAURU
STRATEGIC PLANNING SEMINAR IN EDUCATION

21-22 JULY 1997
NPC BANQUET HALL AND USP CENTRE, NAURU

LIST OF PARTICIPANTS

<u>NAME</u>	<u>TITLE/ORGANISATION</u>
1. Ande Dubuae	Principal, Nauru Vocational & Training Centre
2. Ann Keke	Acting USP Centre Director
3. Anthea Sinkovitis	Non-Government Organisation
4. Anton Jimwereiy	Chief Executive Officer, Department of Fisheries and Marine Resources
5. Baron Waqa	Director of Education
6. Benita Debaio	Ministry of Education
7. Beverley Amwano	Teacher-in-Charge, Boe Infant School
8. Bob Koep	Principal, Private School
9. Camilla Itsimaera	Acting Principal, Nauru Secondary School (NSS)
10. Charmaine Scotty	Teacher, Primary School
11. Cindy Kephas	Teacher, Primary School
12. Clara Alefaio	Project Officer, Youth Affairs Division
13. Col. J.S. Ahluwalia	Chief Executive Officer, Nauru Island Council
14. Derog Gioura	Acting Minister for Education
15. Douglas Audoa	Human Resource Development Officer, Chief Secretariat
16. Dr Ludwig Keke	Deputy Speaker of Parliament
17. Elizabeth Amram	Non-Government Organisation
18. Esther Blake	Teacher-in-Charge, Anetan Infant School
19. Fr K. Marie Brand	Catholic Church
20. John Aremwa	Acting Secretary for Education
21. Julie Olsson	Director, Culture and Tourism
22. Kelly Emiu	Chief Secretary, Government of Nauru
23. Kieng Hsuing	Charge d'affairs, Republic of China
24. Leo Keke	Corporate Lawyer, Air Nauru
25. Lesi Olsson	Personnel Officer, Nauru Phosphate

ATTACHMENT B

26. Lionel Aingimea	Corporation Lab. Technician, Nauru Phosphate Corporation
27. Livingstone Hiram	Youth, NGO
28. Ludwig Scotty	Minister for Health
29. Marian Garoa	Steno./Secretary, Nauru Insurance Corporation
30. Marni Deduna	Non-Government Organisation
31. Mathew Batsiua	Director Administration, Chief Secretariat
32. Nelson D. Tamakin	Executive Officer, Youth Affairs Division
33. Rajendra Mani	Teacher, Nauru Secondary School
34. Rev Evid Caleb	Congregational Church
35. Rhonda Kinsella	Private Sector
36. Richard Lewis	Deputy Principal, Primary School
37. Romina Amwano	Teacher
38. Ronald Kun	Private Sector
39. Russell French	Training Officer, Nauru Phosphate Corporation
40. Sharon Buramen	Teacher, Anetan Infant School
41. Sonia Scotty	P.E. Teacher, Primary School
42. Tom Sinkovitis	Australian High Commissioner
43. Vassal Gadoengin	Minister for Justice

OPENING ADDRESS BY PRESIDENT KINZA CLODUMAR, MP
AT THE STRATEGIC PLANNING SEMINAR FOR NAURU

It is with pleasure that I accepted the invitation to open this important seminar. The seminar is to give us all the opportunity to provide the necessary and relevant inputs for the strategic planning required for Nauru. I therefore request you all to give it your best shot. From the point of view of Nauru the issue before us is the question how relevant is the USP to Nauru? Let me describe our relations in terms of brief statistics of Nauru and USP. Of these 437 were external students and 27 studied on campus at Suva. On the financial side Nauru has been assessed to pay USP the total sum of F\$1,095,000 for the 8 year period from 1989-1996. This represents only 5% of the total assessed contribution from all member countries for the same period. On rough estimate it had cost us approximately \$3,750/student for the 292 students enrolled for the period 1989-1996. At \$3,750/student this is very reasonable relative to other costs that we have incurred at other overseas institutions.

The need for higher education for all eligible Nauruan students is a must. As we move from the present economy to the post-phosphate economy the availability of supply for value-added industries and services as distinct from rent from our natural resources for which we are currently being paid will determine the future. All value-added services and industries will put a demand on human resources. In short we need a skilled work force. That skilled work force can only be available through education and training. There are ample evidences of countries that are without natural resources but have progressed better off simply because of their human resources. I acknowledge here the countries of Japan and Singapore as ample evidence of such successes. They are small in terms of area and natural resources but due to strategic policies which laid emphasis on education and training have developed their economies on value-added industries and services that they are the best in the Asia-Pacific region. I believe that we on Nauru should follow the same strategic policies but be relevant to our circumstances.

Within the next 12 months the newly created Nauru Rehabilitation Corporation will be commencing its work. A 7-volume document prepared in 1995 will be the basis of the Joint Nauru/Australia Rehabilitation and Development Co-operation. In that feasibility study the human resources needs have been identified as follows:-

<i>Human Resource Requirements</i>	<p>The Rehabilitation program will require a team of 10 contracted professional and about 140 technical staff. The Report recommended that young Nauruans be selected to undertake degree training in each of the professions - Civil Engineering, Architecture; Town Planning; Forestry; Landscape Architecture; Surveying; Waste Management.</p> <p>New technical skills will be required in horticulture and Waste Management and young Nauruans should be selected for diploma and certificate training in these disciplines.</p>
<i>Social Impacts</i>	The transition to a Nauru without mining needs careful planning. If Nauru is to become totally Nauruan after mining the social gaps left by foreigners (31% of the current population) need to be identified and measures taken to fill voids.
<i>Schedules and Costs</i>	It will take 23 years and \$230 million to complete the rehabilitation work. This does not include house construction which would cost another \$56 million if 1,400 homes were built. Heaviest funding is required in the first 10 years ranging from \$14 - 19 million/year, with a budget of around \$8.5 million/year in subsequent years.

The study is silent on agriculture but I believe training in agriculture is a must to help us grow our own foods such as vegetable and food crops, as well as poultry and meat which we currently import.

Ladies and Gentlemen, do I need to go any further? I think the point is taken and I call upon all you educators to rise up to this challenge. I know that in the initial years we may not have any Nauruan in the professions listed but since the project will take 23-25 years to accomplish, it is my fervent desire that 40 Nauruans by the year 2005 should be qualified and trained to take up the posts of Civil Engineer, Architect, Town Planner, Forestry Officers, Surveyors, Waste Management Engineers, horticulturists, and agriculturists. I put this challenge to you as educators. What Nauru need for its survival is a highly selective quality education!

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As a regional university the USP has been a success. It is now in its first 4th Decade of service to the region. All regional members of the USP family have benefited from this institution. But I would be less than frank not to express my view that some countries and some country groupings have benefited more than others. In its present structure the main campus is located in Fiji. Lesser campuses are located in Samoa and Vanuatu. At Samoa the emphasis is on agricultural studies and at Vanuatu on legal education which meets international standards. In geopolitical terms the regional governments of the group known as Polynesia is endowed with a Campus; the regional governments of the group known as Melanesia is endowed with a Campus. There is also a regional grouping known as Micronesia; what have they got! In 40 years the region known as Micronesia whose members are Kiribati, Marshall and Nauru. Of the three Kiribati and Nauru have only Extension Centres. Micronesia is the odd grouping without a fully-fledged University Campus to service its region. If education is the source of power and wealth then Micronesia by design is being marginalised in the quest for such power and wealth by the powers that be who manage and control the USP.

As the USP will be entering the 21st century and its 4th decade of service to the region it should seriously plan to establish a campus of excellence in Micronesia be it at Kiribati, Marshalls or Nauru a campus relevant to the area. I would urge that Ministers of Education of Kiribati, Marshalls and Nauru look at this issue seriously so that a campus be set up in Micronesia to offer degree courses in marine studies, and the flora and fauna of atoll habitat. I believe that the future of Micronesia is in developing its ocean resources for value added industries rather than for us merely to receive the rents for such resources. To be able to do this we need to have people trained in marine sciences, this can only be possible if the USP or the University of Hawaii or both could work with the Governments of Micronesia to establish such a campus. Sadly Micronesia was the strategic test area for the weapons of mass destruction in the late 1940's and the 1950's. In this New World order let us join together with our neighbours from Kiribati and Marshall and call upon the USP to establish a Campus of Excellence in Micronesia for the future well being of all our people.

Ladies and Gentlemen it is my privilege to declare this seminar opened.

PUBLIC SECTOR PRESENTATION

Before I begin, let me remind everyone of the objectives of this seminar

The objectives of this seminar are two fold:

One: To identify the overall education/training priority needs of USP member countries for the next decade and beyond,

Two: To determine what role, if any, USP can play in assisting member states achieve these needs.

Which would then lead to the formulation of a USP Corporate Plan, to ensure that USP is responding to the priority needs of the member states through its programmes, courses, consultancy and research.

With these two broad objectives in mind - the public sector group presentation topic will be: TRAINING NEEDS OF THE PUBLIC SECTOR.

The Public Sector speakers have decided to present as a group due to the various departments within the public sector, we have divided some of the departments amongst ourselves to best present their training needs.

I will introduce the members of the public sector group, present some background information on the problems of the public sector and I will also present the training needs of the department of External Affairs, Parliament, the Department of Works and Community Service, and the Directorate of Civil Aviation.

So without any further ado - let me introduce my fellow colleagues of the Public Sector:

The Second Speaker will be Mr Anton Jimwereiy from the Department of Fisheries and Marine Resources;

The third speaker will be Miss Benita Debao from the Department of Education; and

The fourth and concluding speaker will be Mr Mathew Batsiua from the Chief Secretary's Department.

BACKGROUND INFORMATION

(Problems affecting the performance of the Public Sector)

Before I present the priority training needs of the Departments and Organisations which I am to cover in the Public Sector - I would like to provide some background information on the problems which have been and are currently affecting the performance of the public sector due to lack of training.

These problems include:

1. The lack of Good Governance - which in turn encourages:

- A) Political Interference - where political leaders are involved in areas of administration where they are not supposed to be and often do not have the expertise to do so;
- B) Ministerial/Political Appointments - where political leaders use Government positions as payoff for services rendered elsewhere - these political appointees often do not have the expertise to hold such positions;
- C) Lack of accountability and transparencies - where members of Government both political and bureaucratic are not made accountable for their actions, often these actions are not made transparent where everyone can see them.

2. The Public Service is non-performance based - which encourages:

- A) Seniority based promotion - where members of the public service are promoted due to their long service, not on their qualification, expertise and performance;
- B) Education and training are rarely recognised - where anyone can fill a position that has been vacated by a trained and qualified officer and is clearly earmarked for trained officers;
- C) Territorial attitudes of Public Servants - where public servants often discourage the advancement of better trained officers, because they feel threatened by these experts or qualified officers.

3. Ad-hoc/Band-Aid Training Program - which results in:

- A) Lack of qualified or trained bureaucrats - which speaks for itself;
- B) Lack of ethics and professionalism in the public service - again this speaks for itself, we are where we are today, - due to no one's fault: but our own;
- C) In-house Training - Most departments seem to think they can get along with in-house training, but in-house training only goes so far. To add further quality to a work-force, one needs specialised training;
- D) Territorial attitude of non-trained officers - where sometimes officers cannot work together due to the differences in attitude and training.

4. Ad-hoc/Band-Aid Planning - which results in:

- A) Lack of continuation - the yearly budget is not a plan, and it is certainly not a long term plan. The republic needs to plan in the long term, if it is to plan for the future;
- B) No clearly defined objectives and direction - without goals and objectives?: How does one know - what to aim for, - what direction to take or if we are headed in the right direction!;
- C) Lack of a trained planning unit - without a trained strategic planning unit - how does one plan or plan ahead?

TRAINING NEEDS OF THE PUBLIC SECTOR

I would now like to present the training needs of the department that I have been delegated to present, and

I will present their priority training needs as they have been specified without change:

DEPARTMENT OF EXTERNAL AFFAIRS

The Department of External Affairs has identified the following overall educational and training priority needs:

1. Basic office skills and public sector courses that will upgrade personnel skills for better productivity - short term courses in basic finance, administration, management, public relations, etc.
2. Specific seminars/workshops relating to foreign affairs matters and responsibilities, eg.: aid opportunities for island countries, diplomatic protocols, etc.

The Department of External Affairs has identified the following roles that USP can play in assisting their organisation:

1. USP can introduce courses and seminars dealing with foreign affairs and trade;
2. USP can identify training institutes that may cater to the training needs of the diplomatic corp. or offices.
3. USP can prepare a foundation programme for un-trained diplomatic staff and foreign affairs staff to upgrade their skills - which may act as a university entrance program.

PARLIAMENT OF NAURU

The Clerk of Parliament has identified the following overall educational training priority needs for Parliament:

1. Basic office skills courses/public sector courses that can upgrade personnel skills for better productivity;
2. Courses in training a Nauruan to take over as Parliamentary Counsel.

The Clerk of Parliament has identified the following roles that USP can play in assisting their organisation:

1. To provide basic courses to train Nauruans to assume the position of Parliamentary Counsel and any other held by expatriates;
2. To identify other training institutes that may cater to the training needs of Parliamentary staff.

DEPARTMENT OF WORKS AND COMMUNITY SERVICES

The Department of Works and Community Services has identified the following overall educational/training priority needs:

1. The development of administrative staff in the various fields of administration - finance, management, public relations etc.;
2. The development of operational staff in the various vocational fields and speciality; and
3. Basic office skills to upgrade the efficiency and productivity of the organisation.

The Department of Works and Community Services has identified the following roles that USP can play in assisting their organisation:

1. To devise a training programme in conjunction with the Nauru Vocational Centre for the development of the Departments work force;
2. To identify and co-ordinate with another training institute overseas to cater for the training needs of the department;
3. To provide technical support in planning and implementing a Foundation course that will see the acceptance of Nauruan trainees in overseas vocational institutes.

DIRECTORATE OF CIVIL AVIATION

The Directorate of Civil Aviation has identified the following overall educational/training priority needs:

1. The development of administrative staff with knowledge in aviation and administration, aviation laws/regulations and conventions encompassing national and international interest;
2. The development of operational, technical and engineering professionals in the organisation; and
3. Basic office skills and public sector courses that can upgrade personnel skills for better productivity.

The Directorate of Civil Aviation has identified the following roles that USP can play in assisting their organisation:

1. To devise a curriculum for training Nauru's human resource based on regional or international formats and standards;
2. To provide support financially or technically in planning and implementing programme for continuous training overseas;
3. Another option is to either lower USP's general education standards for Nauruans or to consider bringing a team to upgrade or implement

a basic Foundation course or to allow mature students to audit some courses.

4. To identify and co-ordinate with another training institute to cater for these specialised aviation training

Douglas Adoua
Human Resources Development Officer
Chief Secretary's Department

**MINISTRY OF ISLAND DEVELOPMENT AND
INDUSTRY**

1. DEPARTMENTS

1.1 Island Development and Industry

1.2 Fisheries and Marine Resources

2. DIRECTORATES

2.1 Lands and Survey

2.2 Government Printery

2.3 Telecommunications

2.4 Nauru Language Bureau

DEPARTMENT OF FISHERIES AND MARINE RESOURCES

EXISTING SITUATION

- The Department used to be a Fisheries Division within the Department of Island Development and Industry until it was established as a Department in July 1996.
- 2 staff attained Diploma qualifications in fisheries from the USP, one of them currently undertaking advancing to a degree level in fisheries management.
- other staff have undergone various training in practical fisheries skills through regional training courses by the South Pacific Commission (SPC) and the South Pacific Forum Fisheries Agency (FFA), as well as through training courses conducted by the Japanese International Co-operation Agency (JICA) and the Japanese Overseas Fishery Co-operation Foundation (OFCF).
- there is at present no fisheries science and research capability in the Department.

TRAINING NEEDS

- Training in fisheries science and research
- Additional staff to be trained in fisheries management.

GENERAL COMMENT

The Department should develop its capability to conduct scientific research work on fisheries, in addition to its other functions of regulating and controlling fisheries activities in the waters of Nauru.

DIRECTORATE LANDS AND SURVEY

TRAINING NEEDS

- Training for technical (certificate) surveyors and draftsmen, and for professional (diploma/degree) surveyors (courses currently available in Solomon Islands and Papua New Guinea).
- Computer skills in GIS (Geographical Information System) and CAD programmes.

GENERAL COMMENT

The Directorate of Lands and Survey would need to modernise and computerise most of its survey equipment for survey data and plans production and storage, as well as to use modern measuring equipment such as GPS (Global Positioning System) unit.

Staff would need to be able to operate such modern and computerised equipment, taking into consideration the Rehabilitation Project for Nauru which would involve land use and planning.

EXISTING SITUATION

- No overseas technical training for surveyors and draftsmen during the last 3 years - lack of funding;

- Computer survey records Computer Bureau Main Frame System (Civic Centre) are for statistics/data only, and no survey plans, drawings sketches, as system not set up for such.
- Survey plans, sketches, drawings are kept in hard copies only (manual files) - no microfilm, or computerised storage.
- CAD/PC system (bought 1991 - worth A\$10,000 approx.) which can process data to produce survey forms and plans showing boundaries for land portions/blocks, is now only used for plan/drawings since staff do not know how to use the mobile unit for storing survey measurement data.
- only 3 registered (locally) Surveyors, including the Government Surveyor.

DIRECTORATE GOVERNMENT PRINTERY

TRAINING NEEDS

- Technical training in maintenance and servicing of electronic as well as mechanical printing machinery.
- Training in use of computer graphics and type setting for printery applications.
- Store-keeping skills training.
- Management course for senior staff.

GENERAL COMMENT

The Government Printery currently operates outdated mechanical type of printing machines which use up to A3 size paper only.

A computer system for printing production using up to A3 size paper would be preferable.

Staff would need to be trained to operate such a modern and computerised printing production system.

EXISTING SITUATION

- No overseas technical training in the last 4 years for staff
- Training in printing machines operations, service and maintenance done through a consultant visiting Nauru to carry out service and maintenance or breakdown repairs of printing equipment.
- Most of the printing machinery are outdated mechanical type equipment.
- Apple McIntosh computer purchased in 1993/94 and used for type setting/graphics is not compatible with most other PCs in Government Departments which use IBM compatible computers, therefore printing formats from the Government Departments such as the Justice Department for legislative documents, cannot be reproduced by Government Printery.
- Modern binding equipment and computer system for printing production required.
- Storekeeping and supplies for stationery items for Government maintained by Government printery.

DIRECTORATE TELECOMMUNICATIONS

TRAINING NEEDS

- Form V or VI courses through USP Extension to qualify staff for overseas certificate or diploma courses in telecommunications entry requirements.
- satellite communications system technology
- cellular (analogue and digital) communications system technology
- computer skills
- storekeeping skills

- public relations skills for switchboard operators

GENERAL COMMENT

Technical staff should be fully trained in cellular (analogue and digital) communications systems.

Nauruan staff should eventually replace expatriate staff in the operation, maintenance and repair of satellite communications system.

Computer skills in operation of billing programmes is necessary.

EXISTING SITUATION

- The telephone system in Nauru is a combination of underground cabling system (installed in 1970s) and a cellular (analogue) system (installed in 1993).
- Most of the existing technical staff are the same staff carried over from the underground cable system, and some of them have undertaken overseas training courses for the relatively new cellular system.
- Expatriate staff are currently employed for the technical operation, maintenance and repair of the satellite communications system - Nauruan staff are seconded to the expatriate staff for eventual attainment of the required skills upon their departure from Nauru.
- 2 Nauruan staff have diplomas in telecommunications technology and could undertake a degree course for Bachelor of Technology at USP.
- A number of staff have undertaken training and obtained certification through Telecom Training Centre in Suva, Fiji. However, the Telecom Training Centre has replaced the certificate course and the cost for the course has also increased, making it dearer than a similar course in Australia.

- Other Nauruan staff requiring to undertake certificate courses, either in Fiji or Australia, do not have the required level of education for entry (Form V).
- The billing system is computerised.
- A store for spare parts and supplies is maintained.

DIRECTOR TAE NAURU LANGUAGE BUREAU

EXISTING SITUATION

- Production of the Nauruan Language Dictionary is still to be achieved since the Bureau was established in the 1980s.
- Staffing level has been reduced by more than 50%.
- Computer equipment is outdated and of insufficient capacity.
- Lack of trained staff in dictionary compilation and production.

TRAINING NEEDS

- Dictionary compilation and production
- Computer database application for dictionary compilation and production.

SUMMARY OF TRAINING NEEDS

1. COMPUTER SKILLS IN SPECIFIC PROGRAMME APPLICATIONS IN TECHNICAL FIELDS
2. TECHNICAL SKILLS IN APPLICABLE MODERN TECHNOLOGY
3. FISHERIES SCIENTIFIC AND RESEARCH WORK

CLOSING REMARKS

1. THERE ARE MANY SUITABLE COURSES AVAILABLE THROUGHOUT TH VARIOUS TRAINING INSTITUTIONS IN THE REGION, INCLUDING THE USP.
2. THERE ARE NOT ENOUGH NAURUANS UNDERTAKING SUCH COURSES.
3. ONE OF THE REASONS WHY THERE ARE NOT ENOUGH NAURUANS UNDERTAKING VARIOUS SUITABLE COURSES IN THE REGIONAL INSTITUTIONS IS BECAUSE OF THE LOW STANDARD OF EDUCATION IN NAURU AT THE SECONDARY EDUCATION LEVEL.
4. THE EDUCATION DEPRTMENT IS RESPONSIBLE FOR EDUCATIONAL STANDARDS IN NAURU.

Anton Jimwereiy
Chief Executive Officer
Department of Fisheries and Marine Resources

EDUCATION DEPARTMENT**GENERAL**

The needs of the Education Department on Nauru vary, and are inter-related, as they revolve on the one important factor - the "child-student."

1. We are always recruiting teachers from overseas, mainly Australia and the Region. There does not seem to be enough teachers to keep up with the growing population.
2. These teachers recruited are mainly "specialists" i.e. Science teachers, English teachers, Maths teachers, etc for the High School; perhaps USP can offer assistance in providing training schemes for the few Nauruan teachers, and this could be a long term venture.
3. To overcome this problem, perhaps some member countries may release some teachers on "Secondment" for 2 or 3 years, especially those countries which may have a "surplus" of teachers; or to be more daring, a "teacher-exchange" programme monitored/organised by USP.
4. Presently, there are no Curriculum Officers, for the last year or so. The curriculum used in the various schools are those prepared a few years ago, and there has been no update, new concepts brought in, due to the non-existence of the Curriculum branch.
5. Teaching aids/materials which could keep to motivate the children in their learning process; i.e. USP could organise videos of "classroom situations" or reports about other schools in the region, so that Nauruan children and teachers to some extent, will learn and see on video what other children/teachers are doing, more like working/sharing together. E.g. a teacher in Tonga may have perfected a way to teach "oral English" or "Social Studies", have this put on video and circulate it in the region, to boost motivation and interest.
6. This could be extended even to our Youths. We are working closely with the Commonwealth Youth Programme Officer, in the Solomons, but any help from USP will always be welcomed. This will be part of the "non-formal" aspect of Education.
7. Although the Nauru Youth Centre is looking into this matter, it will not hinder any of its aims and programmes if USP offers some kind of assistance in the non-formal aspect of education. E.g. Boys Town in Suva, the Methodist Girls Training Centre in Delainavesi, etc.
8. Reverting to #2 on Training Schemes and related issues, perhaps USP could seriously "look into" the problems, and needs of the Education

Department on Nauru. i.e. Conduct a research on the “system” here, have an expert(s) come up and assess the situation, then formulate a plan and present it to the department for discussion/action(s).

JUSTICE DEPARTMENT

An important aspect of society’s development is law and order. Education plays an important role in this development. Law and order must be maintained in a society such as Nauru.

In the field of law enforcement we need people who understand this role and purpose of their duties. It is important that in preparing them for the future our education policies, syllabus, curriculum or whatever is directed towards that goal. Their early education should set them prepared for what they will encounter later in life. Without a proper basic education they will be ill prepared in later life as upholders of the norms of the society. Even after that basic education they will continue to require further training in specialised areas.

Our law and order personnel needs more training outside their special appointment as police officers, customs and immigration officers. In their daily routine of work they interact with other members of society. They deal with all kinds of characters. In this regard they require the kind of discipline that covers the broad spectrum of the society they live in. They have a very hard task because they owe to the community, their families, the government and to themselves a duty of care which calls for and beyond their human endeavours. Thus education becomes the important weapon in their armoury to combat element in our community to ensure that peace and harmony is maintained.

A corollary to improving and maintain law and order is the establishment and upkeep of justice. I refer to our counts of law and the body of people who provide legal services to the community. These people are highly qualified and dedicated professional. As such they require a high standard of education to reach the level that society expects. Education and training is important to them to maintain and keep abreast of developments in their particular discipline. We need professional, well trained and highly educated people in this area if we are to maintain law and order.

Education is the key and in our strategic planning we must be aware, we must have a consulting mechanism for us to understand any shortcomings in order for us to steer towards the positive achievement of our goals.

HEALTH DEPARTMENT

All health disciplines require formal training leading to the award of Certificate, Diploma and Bachelor level and postgraduate level of diploma (1-2 years), master (3 years), doctorate (4-5 years) and / or Fellows or Members of the various Royal Colleges (4-5 years).

It is quite difficult to undergo training in any of the related health disciplines without the basics of biology, science and general mathematics. Biology and Science are two subjects lacking in the Secondary School Curriculum and the USP can very well introduce these two essential subjects at the USP Nauru Centre.

The main problem would be the provision of good lecturers in both biology and science and setting up proper laboratories with adequate equipment and facilities.

The USP currently runs two low-key courses of 18 months duration leading to a Certificate in Nutrition and a Certificate in Disability Issues.

Staff at the NGH would require formal training in health and hospital administration and for those who cannot do the formal training, maybe considered for non-formal participation in some of the Administration courses offered by the USP.

Many disciplines e.g. physiotherapy, occupational therapy, radiography, medical laboratory theory, dental laboratory theory and Public Health course could be considered for inclusion in the USP Nauru Course core subjects to be taught locally and the practical sessions to be done at the Fiji School of Medicine. This would alleviate the problem of staff spending full-time of up to 3-4 years in Suva.

By doing the theory part in Nauru (2 years) the remaining can be completed in Suva (1-2 years), leading up to Diploma or Bachelor level.

The NGH established School of Nursing in offering basics in general nursing Theory and practical sessions at both the NGH and NPC hospitals. Many of the students have not fully completed secondary schools in Australia or New Zealand.

Consideration could be given in that intakes for the NGH system at the USP for one year before being accepted into the School of Nursing. Basic English and Mathematics could be the two main courses to be considered.

EDUCATION AND MEDIA

The medium printing, broadcasting or electronic, is important in our strategic planning in developing education on Nauru. They are the medium by which we can send or emit our policies, our ideas, our plans on education and training.

By the same token education policies and plan which are directed towards improving the standards of journalism within the three disciplines of our media should be our goals.

A well informed and educated media will contribute to a well informed and educated society. In return, we will have a society that makes decisions upon well informed information whether this information is gain from the media or elsewhere.

It is my contention that in planning our education policies we must take into account the needs, our media. The language aspect of our media must be addressed because their audience and readers must understand what the media is endeavouring to say or show. Communication is a very important aspect in society. Without it there will be shambles and a breakdown in law and order.

Education and the media are the ends of the same cutting edge. One needs the other and are both compatible in the development of our community. Continuous training of media personnel is a must so that their standards are maintained at the highest level.

The more we look at it the more we see that education is the key to an orderly society such as ours. Thus in planning for the education of our

future generations we must take care to include the training of a medium which will enhance our own formal education and training.

Ms Benita Debao
Ministry of Education

REPUBLIC OF NAURU
OFFICE OF THE CHIEF SECRETARY

USP SEMINAR - PRESENTATION

TRAINING NEEDS OF THE PUBLIC SERVICE

My presentation will focus on the training needs of the following departments:

1. Chief Secretary
2. Audit
3. Finance Department

I will also discuss the forecasted human resource needs of the rehabilitation project and somehow tie everything into something that resembles a logical conclusion.

1. CHIEF SECRETARIAT

If there is a focal point of the public service, this department is it. The current system and process of the Nauru Public Service is centralised, meaning that most departmental needs and applications requiring government approval or endorsement filters through a central and often more superior department, which in this case is the Chief Secretariat.

This central department controls the hiring and firing of all public servants and co-ordinates the implementation and administration of government policy throughout the public service. It ensures departmental procedures and programs are in tandem with the framework of government policy and quickly pulls into line those departments perceived to be operating outside or in conflict with the framework.

From this very general description of what function the Chief Secretariat mainly carries out, you can start to form a picture of what skills and human resources are required to successfully operate this department.

Training in *Human Resource Management* is a must. Dealing with the hiring and firing of public servants and the overall management of the public service carries a huge responsibility. Those within the Secretariat

who are the facilitators of such important tasks need to have formal training in Human Resource Management. Currently this is lacking.

Computer Training is another important need. Computer literacy is a must nowadays for all organisations. However, the need for computer literacy in the Chief Secretariat is more profound. The Chief Secretariat holds a tremendous amount of documentation which needs to be stored properly and safely for example, the information stored at the Registry of Births and Deaths and the personal files of public servants are still being handled on a manual basis. Relevant computer training can ensure these records and files are computerised, secured from unauthorised access and stored safely.

Business Administration is also an important training need. The Chief Secretariat is the core of the public service, meaning it plays a leading role. It has to show examples of good administration and promote good bureaucracy. Training in business administration will enable staff to learn all the facets of good and successful administration and propel the effectiveness of this important office.

2. AUDIT DEPARTMENT

The Audit Department is predominantly staffed by expatriates due to the lack of Nauruans with the suitable training and qualifications to hold down such positions. In the past decade no Nauruan have embarked on the relevant courses to become auditors. The scarcity of Nauruans holding this type of qualification and training only emphasises the need to have relevant and audit related courses made available for Nauruans to enrol into.

Commerce or Accounting courses majoring in Auditing are crucial in order to prepare those young Nauruans who are capable and willing to undertake such a career path. The attraction of the audit career path must also be promoted to Government scholarship holders and high school students.

3. FINANCE DEPARTMENT

There are five main offices, which comprises the Finance Department, namely Treasury, Statistics Bureau, Superannuation Office, the Post

Office and the Salaries Section. I will address each section separately and identify their respective training needs.

There is a serious deficiency and absence of fully qualified accountants and financial managers at the Treasury. At present the number of junior and middle management staff at Treasury in the accounting function is small, totalling only 12. In addition, it must be recognised that the skill and qualifications of these staff are not sufficiently developed to produce the senior staff so desperately needed. With the exception of one recent graduate, there still remains a distinct lack of qualified or partly qualified middle or senior management staff.

Consequently, *Accountancy* training is a priority for the Treasury at present. Staff training funds have been earmarked specifically to place staff on accounting courses offered through the extension programs at the USP Centre here in Nauru.

Other incentives, such as awarding scholarships to long serving Treasury staff, to receive full-time training, are also being considered for implementation in the near future.

One of the greatest contemporary scarcities on Nauru (apart from phosphate) is the availability of reliable statistics. The bureau is a relatively new section of the Finance Department, however the scope of work it has to cover is immense, basically because there has been no systematic collection of data in the past.

Being a relatively new section, the general public's understanding and appreciation of the Bureau's value and significance is limited. This is evident in the lack of enrolments and interest in the workshops organised by the Statistics Bureau.

Formal training need for the bureau is obviously in *Data Analysis and Statistics*. The subject of *Mathematics* is also an important area for concentration. Likewise, Computer Literacy is another important area and is a compulsory skill requirement for the Bureau. All data received or collected are stored and analysed by computer thus the need for computer literacy is essential.

Like the Statistics Bureau, the Superannuation Office is a relatively new section of the Finance Department. Like the Treasury Department this office lacks qualified accountants. The officer-in-charge of this section is a young Nauruan who is partly qualified in accounting. He should aim to upgrade his qualification to a full degree in *Accountancy*.

Other staff members of the Superannuation Office will benefit from accounting courses, ranging from the introductory level offered at the USP Extension Centre on Nauru through to degree level subjects.

There is a distinct similarity in the training need of this section and the Treasury Section therefore we don't need to go much more far in depth.

The Postal Service is one which has great potential for revenue enhancement especially in the philately area. Therefore training in the area of *Graphic Designing and Art* is a need for the Post Office. With this type of training the philately service can create better quality designs for stamps. Training in *Marketing* is also a need for the Post Office. This type of training will enable staff to understand and learn effective selling strategies, market targeting and effective promotion techniques.

Nauruan stamps can be promoted throughout the region and on the international arena when stamp conventions are held. Sales associated with such exposure can be huge if the marketing and promotion of the stamps are well handled, reinforcing the importance of marketing knowledge. At the moment we are only scratching the surface.

Training in *Accounting or Bookkeeping* are also required by the Post Office. Currently very few staff within the Post Office hold degrees in accounting or have undergone bookkeeping courses. However, some have received some type of training on postal related accounting. If the sales and promotion of stamps is going to increase then personnel with accounting training will be required by the Post Office.

The Salaries Section is perhaps one of the sections that has a large scope for expansion of tasks and general improvement. Currently, there are no formally trained staff within this section. Formal training for this section has not existed in the past due to the reliance on practical on the job training.

All staff members of the Salaries Section have come up through the ranks and basically have come to know the job through on the job learning and on the job training.

There is no systematic training scheme operating for this section however this must change. The Salaries Section currently operates on a manual basis, which must change for the sake of efficiency and effectiveness.

To enable this change, *Computer Literacy* is an obvious must. Training in the relevant financial software is also needed. Other basic or *Introductory Financial or Accounting* oriented training are also needed for the development of the Salaries Section staff. This development can open up and lead to the expansion of the section's role, from the current narrow, routine based type duties to a more challenging, objective and performance based work atmosphere.

4. REHABILITATION

Rehabilitation is indeed an exciting future prospect for Nauru. The project will be immense thus will require a combination of people with all sorts of skills, expertise and experience. The feasibility study done on the rehabilitation project identified the need to employ about 140 technical staff who could be sourced from the Public Service, NPC and other instrumentalities. The recommendation made in the study was that young Nauruans be selected to undertake degree training in the following areas:

- civil engineering
- architecture
- town planning
- forestry
- landscape architecture
- surveying

New technical skills in horticulture and waste management will be required, therefore young Nauruans should be counselled towards these types of career paths, thus USP and other tertiary institutions must be in a situation to facilitate some of these specific and strategic human resource planning.

5. SUMMARY

If one is to draw a pie graph on the percent of public servants formally trained for their respective jobs, one will see that the vast majority of the public servants are not properly trained nor qualified and even those who are trained and qualified are employed in the wrong positions.

This problem is to some extent due to the problems identified by Douglas in his introduction. However, it is also a symptom of a poor, ad hoc and disjointed training program and unsystematic training strategy. The public service has not always recognised the value and importance of proper staff training and has often tended to rely more on how to do things rather than how to do things well, quantity rather than quality, reactive and not pro-active.

If the public service is to survive the increasing financial restrictions and constraints, it must attain knowledge and place training and staff development at the forefront of its policies. Education and training must be the focus, for it is the key to achieving efficiency, effectiveness and self-sustenance.

Thank you

Mathew Batsiua
Director (Administration)
Chief Secretary's Department

POST SECONDARY INSTITUTIONS

NAURU VOCATIONAL TRAINING CENTRE (NVTC)

The Nauru Vocational Training Centre is well positioned to cater for the vocational training needs of young Nauruan people, as it is well staffed with instructors as to the courses being offered.

Funding for the Centre is the major priority now and will be for the next decade and beyond.

Funding for the day to day running of the Centre needs to be understood by the administration, along with the upgrading of facilities.

An ongoing funding program needs to be put in place to provide the necessary funds for the purchase of materials for the needs of the trainees; and the up-dating and replacement of tools and equipment. This funding program could be set up as a two year short term funding program and a five year, long term funding program.

Without an ongoing funding program the Nauru Vocational Training Centre will be unable to provide training and be able to keep pace with the changing technology of today and that of the 21st century.

I therefore recommend that the funding of education and particularly the finances for the Nauru Vocational Training Centre, be looked at with the highest priority, so as the Nauru Vocational Training Centre will be able to cater for the needs of young Nauruans and keep pace with the changing technology of tomorrow.

The USP can play a major role in the educational needs of young Nauruan by filling the educational gap between the secondary school and vocational training.

Many students leave the secondary school with a low level of education, much lower than the standard required to undertake a traineeship.

The USP is in good position to provide an upgrading educational program for young Nauruans who wish to engage in a traineeship. As the USP has a large pool of teachers to call upon, providing courses in English, Communications and Calculations would be a start to upgrading

the level of education for those young Nauruans who are referred to as "drop-outs".

Getting the so called "drop-outs" back into a learning situation and steering them along the right path to employment could be provided by the USP, as either night classes, day classes, term or semester based as the need arises.

Many class such as these run all-round the world to provide an upgrading of education between secondary school and vocational training.

Ande Dabuae
Principal
Nauru Vocational Training Centre

YOUTH AFFAIRS DIVISION

As a follow up to what my colleagues have already said on the needs and priorities of Post Secondary Institutions, I would like to applaud and to support what they have covered. However to add on from the perspective of the Youth Affairs Division.

Just a short brief background on the Youth Affairs Division. The Centre was first established in 1991 and the Government ratified a policy statement for the Youth Affairs Division which states The Youth Affairs Division will and shall be responsible for the development of the Nauru Youth, both in and out of School and at the same time directing that a systematic programme of action be established addressing the issues that are faced by the Youth People of this country.

As we head towards the 21st century, a lot of changes have taken place. The social structure of our communities have changed, the economic situation of Nauru have changed, the labour market have changed, the problems of unemployment is not improving statistically, land space is not getting any bigger to cater for the increase in the population, our resources are under constraints and so our needs on social and economic factors have also changed as a result.

The big question now is, Are we geared to challenge all the changes that are taking place in our society and how are we coping with all these changes? Just as important to point out is which group of people from Nauru are the changes going to affect the most, for good or for bad?

Nauru's population is very young, meaning that there are more children being born than there are people growing old. (report from National Census). A young population is inevitably, will require the appropriate nurturing to be able to harness and direct the energies of our young people to being productive citizens.

Now where does USP fit into the picture? USP as a regional institutions and a highly commendable one should embark or include in its current or for future programmes, studies for the development of Youth, Youth workers, Social workers and welfare workers.

In the School of Humanities and the School of Social and Economic Development, I have not yet seen a programme which is specifically designed for the youth workers, social workers and welfare worker. And yet there is a strong demand for these professions in the labour market here in Nauru. Sad to say but from a population of 8000+, there are less than 5 qualified Youth workers and the same applies for the Social and Welfare workers.

The future of this nation or for any other nation, is placed upon its children. It is imperative now that a lot of focus and resources are directed towards providing appropriate education and training programmes designed to train the Trainers as well as programmes for individual to take up for their own personal development in Youth, Social and welfare studies. We have a social and a youth problem.

Lets say for example - USP to offer a BA in Youth Affairs, Social Work and Welfare studies. In view of my experience in Youth work and training program with SPC and the Commonwealth Youth Programme, Youth work has a wide parameter and I am sure a course structure will not be too difficult to draw up to form the requirement for a BA or even at a lower level of a Diploma or a Certificate, in the three areas of concern.

The need to train the trainers is a must before going any further, in this particular case. The multiplier effect is very crucial here, especially when working with people, to ensure that appropriate training is being given in particular. Lets look at Youth Affairs, appropriate knowledge and understanding of the role of young people in contemporary society, the social, economic, cultural and spiritual needs of young people in our communities to be addressed.

I would like to stress that Nauru needs to see USP providing Educational and training programmes for Youth workers, Social workers and Welfare workers in the Pacific context. Incorporated into the course structure for the programme is the inclusion of Field Education where combination of knowledge skills, values and personal attributes is integrated into the complexity of actual practices.

Going a step further, in view of my part with the Commonwealth Youth Programme as the National Training Co-ordinator for Nauru, I would like to express the efforts of CYP for the Pacific region for calling on

USP for the delivery/accreditation of its highly valued Diploma course in Youth Development. This course is offered to Commonwealth countries of the Pacific region. Again this is a call from the Commonwealth countries of the Pacific region, indicating how countries in the Pacific, if not only Nauru are expressing their urgent needs to see youth work, social work and welfare work and studies being offered by the regional University.

USP should direct itself to cater to the urgent needs of its member countries and I take this opportunity to ask the public to ask questions on the issues already mentioned.

Clara Alefaio
Project Officer
Youth Affairs Division

NAURU-USP STRATEGIC PLANNING SEMINAR IN
EDUCATION
21-22 JULY 1997
BANQUET HALL, NPC

NON-GOVERNMENT ORGANISATIONS PRESENTATION

The Changing Role of Women in Nauruan Society
(Presented by Elizabeth Amram)

Before I read my paper, I would like to say how thankful I am to Him for this opportunity allowing me to give you my views of the Nauruan women's needs of today in preparation to meet the future.

The Woman of Yester-years: introduction

The woman of yester-years was a woman with little educational background. Yet we do know that she worked hard to raise the standard of living of her family. She seldom learned from books and certainly did not learn from computers, television and other sources of media. Her learning mainly came from the experiences passed down of her great-grandmother, grandmother and mother. These experiences were mainly of tradition and culture, customs and others that related specifically to her role as expected in that given society.

I would not be wrong if I say that we women of today have come through by the hands of those women of yester-years. Therefore, let us pay tribute to those women who have brought us to the present standard of living.

The Woman's role in the Old Days

All along, the position of the Nauruan woman, generally speaking is a secondary one. She always comes after the man. In day to day living, her tasks were devoted to the household chores. Her main responsibilities were to look after and serve the needs of her husband, children and that of the family home by keeping it clean and tidy.

Some of the traditional practices expected of the woman at home included making herself scarce before the husband went out to fish or to play sport. She has to serve the meal to husband and then was allowed to eat after he had finished his meal. She was expected to bear many

children and succumb to her husband's sexual needs as and when he chose. Evidently such attitudes were indicative of the kind of social and cultural traditions attached to her role.

Moreover, as breadwinner and therefore the one with economic power, the husband's authority was legitimised with the woman following submissively. I am afraid to say that even today this is being practised in our society in some way or another.

I make a plea to my fellow women, we must be alert to the changes in time and adapt to these changes as first step to empowering ourselves in enhancing our quality of life and that of our family.

Nauruan Society Today:

Briefly I would like to outline some characteristics of Nauruan society as I see it and the consequences of such:

- a. Nauruan society is a cash economy. We all need to work to live and to maintain our lifestyle. If we did not work, then we would find it very difficult to find food since there is virtually no agriculture and as such we depend on imported foodstuffs.
- b. The population is increasing. The 1983 Census recorded over 4 and a half thousand Nauruans. Ten years later, the 1992 Census estimated an increase of nearly 3,000 Nauruans bringing the population to close to 7 thousand. Our annual population growth rate is given at 4.26%. It is estimated that by the Year 2000, the Nauruan population will reach just over 9,600 people. We can only expect increased competition for jobs and an increase in unemployment numbers.
- c. Socially, we are facing problems such as alcohol abuse, health problems, truancy, and amongst others the trend of youth gangs.
- d. The economic stability offered from phosphate mining is almost to a halt.

The changes in lifestyle demand that we also change our outlook in response.

The role of the Woman in the Family Today

The role of the woman today, without fuss, has certainly changed. The woman, we see, is still expected to take full responsibilities for bringing up the children. More often than not, she is also a working mother and therefore contributes to the family income. In some instances, she is the sole income earner when her husband doesn't work and increasingly so, as she chooses to be a single parent. Her ability to contribute to the family coffers, enables her, with some flexibility, to make the choice as to whether she should have children or not, the number of children she wants to have, and to decide also as to when she should have children. In her profession, she has gained higher profile with more responsibilities and is involved in the decision-making process. She has in some instances therefore asserted herself through her growing sense of independence.

In spite of these small yet very significant changes, the woman still finds some difficulties to discard some of the social taboos which in this day and age are becoming out-dated as they impair her ability to participate fully in social, political, and economic roles of today's community.

It is pleasing to say however that while many women are adapting to the changes of today they are still conscious of their responsibilities at home to their husbands and their children.

In my opinion, the rising profile of the woman in the community today has a lot to do with education, media exposure and travelling abroad. Education is an important process in enabling the woman to understand and cope with the changes of her society. I believe that quality education will help her tremendously to take her proper role as a true loving mother for her family, her home and her country. In this respect, educational and training needs must be adapted to meet the changing role and expectations of the Nauruan woman.

Summary

In summary let us look at the changes:

The Nauruan woman works, she looks after the children and keeps the household budget. She therefore could be helped with skills which would enhance her present situation. These could include programmes which specifically relate to the improvement of family life and or marriage enrichment; home management and budgeting.

On the other hand, she chooses an alternative lifestyle and remains a single parent. As such, and more often than not, she chooses to become a professional career woman at the same time. In this instance, her skills could be enhanced in areas of leadership training, awareness on gender issues, opportunities to widen her employment options and broaden her political awareness.

Her role in the community for social work could be tapped into and built upon. Women from Christian groups are already sowing the seeds of social work through their visits to the sick in hospitals, prison and homes of the elderly and debilitated. On the other hand, we see modern day problems such as youth aggression, alcohol abuse, and violence perpetrated against women. As such, women could be trained to work in the area of social welfare, merely an extension of what they already do. Hand in hand with social working, she could be introduced to programmes concerning the promotion of good healthy living and nutrition. Again, after all, she has been doing this all her life as a mother.

Recommendations

In brief, I put forward the following list of some ideas for areas of training for women and which I think can also be added to:

1. Family life programme
2. Marriage enrichment
3. Home management
4. Leadership training
5. Budgeting
6. Social working
7. Gender issues
8. Public speaking

Ladies and Gentlemen, I need not say more but that "the results of quality education is better citizens of tomorrow."

Thank you for listening.

May God Bless you all and this Seminar.

USP CORPORATE PLAN: STRATEGIC PLANNING SEMINAR

**Training needs of our community and in general, the need for
training of our children**

by

**Col. J S Ahluwalia
Chief Executive Officer
Nauru Island Council**

TRAINING NEEDS OF THE NAURUAN COMMUNITY

I'm glad to have been invited by the Planning Committee for the USP Corporate Plan: Strategic Planning Seminar to present a paper based on the Training Needs of our Community and in general the need for training of our children. Ensuring the all round sustained welfare of the people of Nauru is the object and goal of the Republic of Nauru, as indeed of any other welfare states in the world, indubitably people of any country are its most valuable and important resource. All state activity and enterprise is intended to ensure the welfare and prosperity of its people. Education, in its widest sense, including formal and informal education, in respect of all branches of knowledge and all kinds of skills, constitutes one of the most important components of state policy for the attainment of the above objectives.

Knowledge is power is an old adage. Education confers knowledge. Education and training equip people with the necessary knowledge and skills to become useful and respectable members of Society. In the ultimate analysis, it is Man in conjunction with Nature who produces and provides the goods and services needed by the Community, by using necessary tools and equipment. Thus, it is education and training that equip and enable a people to produce wealth and make a living individually. But knowledge of the art of living is even more important than knowledge of the art of making a living. Here again it is education that confers on Man Discrimination, the sovereign Characteristic that distinguishes the human being from other creatures. Education also

confers on Man, knowledge of the goal of Human life and of the means of its attainment.

Education in Nauru is organised and provided by the Republic of Nauru. In the light of what I have said earlier, about the role of education in our lives, it is necessary to ensure that the courses of study offered, the curriculum adopted and the teaching undertaken in our educational institutions are so oriented and geared as to enable attainment of the above objectives. This would necessarily involve emphasis on character building, fostering of the sense of patriotism, inculcation of the habit of hard work and the adherence to a healthy lifestyle and above all kindling in the students the desire to attain not merely excellence but PERFECTION in their chosen field of activity, leading to TRUE HAPPINESS, which indeed is the goal of HUMAN LIFE.

Talking pragmatically, the courses of study and vocational and technical training offered and the curriculum adopted in our Educational and Training Institutions should be so designed as to enable our students to avail themselves of the higher courses of study and training, offered by the USP, in the respective disciplines. It is obvious that such courses of study and training programs should turn out students possessing the kind of skills that Nauru needs at present and would need in the next 20 years, over which, the Rehabilitation of the mined out land is expected to extend.

On behalf of Nauru Island Council I would like to project the requirements of training needs for non government organisations. I am presenting this paper under the following six headings:-

1. Agro forestry
2. Waste Management & Environment
3. Civil Engineering Projects
4. Informal Education
5. Nauruan Language Studies
6. Strategic Planning

1. **Agro forestry**:- Human greed and wastage of the country forest resources have resulted in the present sad state of affairs. Resource depletion and environmental degradation are among the issues to be addressed by Agro forestry management. To develop a programme of reforestation we need graduates in Horticulture and Landscaping. To

develop livestock including (Piggery & Poultry Farming) there is a requirement of Animal Husbandry graduates.

2. **Waste Management & Environmental Services:-** It will be necessary to have a graduate in Municipal Engineering to plan and supervise waste disposal, water supply and sewage disposal. To plan and develop Environmental services we would need a Bachelor of Engineering in Environmental studies.
3. **Civil Engineering projects:-** In the Building Industry there is a requirement of Town Planners and Civil Engineers. A large number of competent building tradespersons, operators, supervisors and specialist personnel are required to plan, manage and support infrastructure development and undertake actual Building Construction and Maintenance. To manage Building Construction there is a need for a Town Planner, Architect and Civil Engineer. To carry out the construction activities tradespersons such as carpenters, concreters, plumbers. Bricklayers, electricians, and welders are required. It is recommended that affiliation and support programme be established with an overseas institution to assist curriculum/teaching resources development, undertake assessment and conduct exams and to establish an accreditation process whereby the Trade school graduates are able to undertake advanced certificate and diploma courses overseas by correspondence, project assignment/work experience and institutional Training. USP may help in this regard.
4. **Informal Education:-** In the light of the existing level of education of our children who have already left the school and of the men and women whose formal education has stopped and those whom instruction and training, otherwise than in a regular institution, is most suited, the importance and advantages of informal education can hardly be over emphasised. All Nauruans, irrespective of their age, so long as they are willing to learn are to be afforded the opportunity to learn and to improve and diversify their skills. This can be conveniently ensured by means of informal, distant education. As our institution of higher education and training, it is appropriate that the USP provides training in horticulture, agriculture and animal husbandry.

5. **Nauruan Language Studies:-** We need to ensure that our children and men and women who can no longer undergo a course of formal instruction acquire a sound knowledge of our beloved mother tongue, the Nauruan language, a priceless component of our cultural heritage and symbol of our national identity. In view of the above factors, there is a need for the introduction on the island, of suitable courses to promote Nauruan language. It is suggested that the Nauruan language studies should be so devised as to impart to the students knowledge of our history, culture and traditions and to promote among them a sense of patriotism, awareness of the importance of hard work, and the advantages of adopting a healthy life style.

6. **Strategic Plan:-** Strategic Planning involves setting Objectives, Prioritising programs, devising performance indicators and evaluating performance. There is a need to develop and implement at the school level a strategic plan that integrates and where necessary rationalises the goals, strategies, priorities and operational plans of the country. All departments in the island should project their requirements of various professional, technical and specialist manpower and tradespersons for the next 20 years based on their ongoing projects/future projects. Depending upon their priorities in order to achieve their objective, they should also formulate a five year rolling plan. Ministry of Education may then scrutinise the requirements projected by the various departments depending upon the financial resources. Based on the national training requirements, economic policies and strategies, Ministry of Education may project the educational priority needs to USP for the next decade and beyond.

It is hoped that in the light of our educational and training needs, to be projected as stated above, the USP will devise/adapt their educational courses, training programs etc. in such a way as to enable Nauru to acquire Personnel with the requisite knowledge, skills and training to effectively cater to its requirements over the next decade and beyond facilitating its entry into the 21st Century without any shortage of competent manpower.

YOUTH - NGO

As you heard from the Youth Affairs Department Speaker (Clara) this morning , Nauru is a young nation, with more young people than old people in its population.

With such a large number of the population falling into this category, also comes an enormous amount of problems and needs. To identify these problems and needs, one must first answer two vital questions:

- i) Where are they?
- ii) What are they doing?

The answer to the first is quite obvious. They exist! They are not just figures conjured up to be wondered at.

The second question is a primary concern to everyone because what they do with their time affects the community and island as a whole.

As soon as Youths leave high school, they have few options -

- (1) Look for a job (but where?)
- (2) Find a place at the various training institutes
 - Youth Affairs
 - Nauru Vocational Trade School
 - USP

These institutes have pre-requisites which most of our Youths do not have.

The need therefore is to ensure basic programmes from USP which will enable these Youth to follow up courses to enable them to fulfil these pre-requisites perhaps USP can assist by providing a Career Guide or Counsellor for the Youth. Other problems are limited numbers the Youth Affairs can take in their programme and the Nauru Vocational Trade School has limited areas of training, which doesn't cater for all areas of Youth's interest, so maybe USP can help with the need of liaising with Vocational Centre and arranging other subjects not already on offer, like maritime studies, Agricultural Studies to name a few.

The other category is the unemployment category of the group that don't seek employment and this group has a lot of idle time on their hands. This is what we don't want. We want them to be occupied, so needs in

areas of solidarity courses in sports/community involvement workshops and availing to the practical courses like hairdressing, beauticians, deportment, flora/fauna areas are priorities.

There is one group left - the illiterates or service-illiterate, a special community awareness is needed for this group and a need for USP to liaise with the schools and community in organising basic programmes associated in this area.

Ladies and gentlemen, I hope this presentation will be part of the foundation of a fruitful outcome.

Tubwa
Thank You
Goroba

Mr Livingstone Hiram
Representative
Youth NGO

NAURU USP - Strategic Planning Seminar in Education
21-22 July 1997
Banquet Hall, NPC
Republic of Nauru

The Status of Non-Government Organisations on Nauru
(Paper prepared by Sharon Buramen & Julie Olsson)
Presented by Sharon Buramen

I am not a member of any non-Government Organisation and there may be more than quite a few of us, who do not belong to any non-Government organisations, who also perhaps, do not understand the potential of such organisations. I speak about NGOs, on behalf of non-members of NGOs.

As I learn from the publication of *Earth Summit '92 - the summary outcome of the United Nations Conference on Environment and Development, Rio de Janeiro, 1992*; a non Government Organisation has two main qualities: Independence and a Responsible and Constructive Role in society. (1#)

In order to gain some light on the status of NGOs on Nauru, we conducted a small survey consisting of 100 forms and 8 questions and tried to incorporate as wide an audience as possible, trying for an even distribution between sexes, age groups, and work levels. A quick listing of current NGOs brought 13 to mind, but this may not be the actual number, as I suspect there may be more.

Outcome of Survey:

A high substantial (77%) of those who participated in the survey indicated that they felt people would like to learn more about NGOs. This high interest is more than likely a reflection of the 73% who indicated that they did not belong to NGOs. It is therefore interesting to note then, that the 27% who do belong to NGOs are assumed to be divided up amongst the 13 plus NGOs that currently exist. With the 27% of the survey spread over 13 identified NGOs, then we find a very thin veneer distribution.

56% were able to claim that they knew of someone who belonged to an NGO but 21% indicated that they did not know of the aims of the NGOs

to which their friends belonged. On top of this figure, there is the 40% which neither belonged to or knew of someone in an NGO, therefore, we assume, to be unaware of NGO functions and purposes. This then, seems to indicate a large number (61%) who are not aware of NGO functions and their purposes.

There was almost an equal balance between the 51% who felt that NGO activities were responsible and constructive and 49% who felt they did not know (40%) plus those who did not agree at all (9%). Conversely, this balance is reflected in their confidence in the ability of NGO to change Government policy with 49% agreeing that NGO is thus capable and 51% stating otherwise. This 51% is made up of 36% stating they don't know if NGO can change Government and 15% saying an outright no. Even with the 49% who agreed that NGO is able to change Government policy, we are of the mind that despite this, the majority of this 49%, if not all, may know, we also assume that, perhaps they do not know or are unaware of the potential of NGO to change Government policy.

Inferences on Current Status of NGO on Nauru

If this survey were to be taken as indicative of the Nauru population of 10,000, then it could be said that one in 100 people participated in the survey. If it is to be taken as any indication of local understanding of NGO, then a substantial majority of the population would like to know more about NGOs, their functions and purposes and would also, like to be informed of it's potential to make, implement or improve changes in Government policy - i.e.: how NGO can help towards "*....the fulfilment of basic needs, improved living standards for all, a better protected and managed ecosystems and a safer, more prosperous future*". (2#)

Future Status of NGO on Nauru.

NGO is not a new institution, but expectations of functions and roles of NGOs have changed and perhaps, there is a need, to realise it's potential in active participation in the functioning of society. Most certainly in the future changes and needs of Nauru - the "potential role" of NGO need to be addressed.

As we are all too aware, the economy-base of Nauru is changing - it is not evolving but turning rapidly and for many of us, rather tumultuously. Government policies have invariably changed in response.

Earth Summit '92 recommends that NGOs be “....a network that should be tapped , enabled and strengthened in support of efforts to achieve a common goal.” (3#) therefore, NGOs have an important role to play in Nauru’s changing lifestyle. It can learn to be more effective not only in being actively involved in social and community work, but also, “....in the shaping and implementation of participatory democracy.” (4#)

Attachments:

Attachment A - Survey questionnaire on Status of NGO on Nauru.

Attachment B - Summary results of survey on Status of NGO on
Nauru

Bibliography - *Earth Summit '92*.

ATTACHMENT A
Survey Questionnaire on Status of NGO on Nauru.

QUESTIONS.

1. Do you belong to a non-Government organisation?
2. Do you know of someone who belongs to an NGO?
3. Please state the main aim of your/your friend's organisation?
4. Do you know that the activities of the NGO you know are responsible and constructive?
5. Identify one activity or one area in which you feel NGO can make positive contribution to the community as a whole?
6. Do you feel that NGOs can bring about changes in Government policies?
7. Do you feel that NGOs and the public (Government) should be able to work together?
8. Do you feel that people would like to know more about NGOs?

	YES %	NO %	DON'T KNOW %
Q1.	27	73	NIL
Q2.	56	44	NIL
Q3.	N/A	N/A	N/A
Q4.	51	9	40
Q5.	N/A	N/A	N/A
Q6.	49	15	36
Q7.	65	8	27
Q8.	77	6	17

ATTACHMENT B

Summary results of survey on status of NGO on Nauru

<u>CATEGORY</u>	<u>MAIN AIM</u>	<u>ACTIVITY</u>
CHRISTIAN ETHICS	12%	6%
ENVIRONMENT	2%	6%
YOUTH DEVELOPMENT	3%	9%
WOMEN DEVELOPMENT	7%	3%
SOCIO POLITICAL AWARENESS	3%	4%
CULTURAL DEVELOPMENT	3%	3%
SPORTS	5%	1%
HEALTH	NIL	2%
FUND RAISING	NIL	3%
GENERAL COMMUNITY AWARENESS	4%	14%
SOCIAL WELFARE	NIL	5%
NO RESPONSE	12%	35%
DON'T KNOW	9%	9%
NOT APPLICABLE	40%	NIL

BIBLIOGRAPHY.

EARTH SUMMIT '92 - The United Nations Conference on Environment and Development, Rio de Janeiro, 1992.

1#. - page 197, Chapter 27 - "Basis for action" - paragraph 1

2#. - page 47, Preamble, paragraph 1, lines 8-10

3#. - page 197, Chapter 27, "Basis for action" - paragraph 1, lines 2&3

PARENTS & STUDENTS PRESENTATIONNAURU SECONDARY SCHOOL (NSS) 1987,1997FACTS AND FIGURES FOR THE PAST 10 YEARS

<u>PARTICULARS</u>	<u>1987</u>	<u>1997</u>
STUDENTS STRENGTH	300	425
AVERAGE ATTENDANCE	50%	59%
TRUANCY	50%	41%
<u>STAFFING</u>		
UNIVERSITY TRAINED EXP. TEACHERS	22	9
TERTIARY TRAINED EXP. TEACHERS	3	7
TOTAL	25	16
TRAINED NAURUAN TEACHERS	5	4
TOTAL TRAINED	30	20
UNTRAINED NAURUAN TEACHERS	5	15
TRAINED TEACHER - STUDENT RATIO	30:300	20:425
(INCLUDING ADMINISTRATIVE STAFF)	1:10	1:21
NUMBER OF PARENTS WHO ATTENDED A P&C MEETING	3	NONE
SCHOLARSHIPS	20	2

Camilla Itsimaera
Acting Principal
Nauru Secondary School

**PARENTAL VIEWS ON EDUCATIONAL NEEDS AND FUTURE
TRAINING REQUIREMENTS**

USP Nauru Centre has existed for over 30 years; what is to be expected in the needs of Nauruan Parents/Adults willing to further their education? A personal glimpse at USP investigating these educational interest and motivations is indicated for future thoughts. As a parent-student recently recruited with USP, I have listed some following suggestions that could be feasible:-

1. USP to establish mini-workshops at public places such as, various school levels. Thus promoting participation with the local community groups likely to be involved at such functions. For instance - parents, students and teachers.
2. USP to be a well-stocked resource centre with many functions; as indeed it needs to be in order to cater for a number of applicants. Provision of a well equipped laboratory is vital.
3. USP to expand topics on Parent/Adult Education, especially with non-formal programmes. Serves purpose of professional upgrading, reskill, multi-skill training as well as displaying a role model image to children.
4. USP to extend namelist of qualified guest speakers from specific fields for general assistance. It may solve the problem of an individual making appointments to get desired information.
5. USP to organise work experience during the final stage of a Programme. This would enable self-orientation, widen network of contacts and sharpen communication skills. A closer collaboration with the Ministry of Education and Youth Affairs is therefore required.
6. USP to develop study group meetings in order to analyse and collaborate on projects. Much of the assessment is based on work done in syndicates, so there's every incentive for harmony. Reports can be published for future references.

7. USP to consider a non-extravagant on-site day care to assist parent-students without minders during times of exams/tutorials. I can honestly say that a parent-student has had an embarrassing experience with this.

Putting together a group of people from different nationalities with multi-cultures, attitudes, assumptions and religion to work together may not be the fastest way of getting results, but that's Reality! We depend on each other - parents, students, teachers, authors, authorities - for nearly all our ideas show a continuing search for deeper understanding to the development of clearer insight.

THE REAL DEAL OF COURSE IS - USP WORKING TOGETHER WITH THE LOCAL COMMUNITY.

Thank you for your attention.

Ellamaine Detenamo

PRIORITIES AND NEEDS

A student's view

- cross crediting
 - extension studies
 - post graduate programmes
1. It is a need that the organisation or method of USP's cross crediting be made more clearer for the benefit of students of the USP. The current system is slow and as time is an important factor of life. This can be seen as a serious setback of one's plans. Cross crediting from overseas institutions in Australia, like RMIT and Monash Uni. For example were more or less not welcomed shall I say when given as possibilities for cross crediting for entering USP programmes. These students after a "long wait", nearly the middle of the second semester were notified of being accepted on their cross crediting merits, but still they were asked to do third year level courses in USP programmes to "PROVE THEMSELVES" - conditions were attached, they had to get a B and nothing less to be considered for a Masters Degree in the USP Programme. Also Centre Directors were unsure of the procedure of cross crediting and as a result were unable to offer sound advice. They had to do a lot of running around 'to and from' Suva to finally get results, all this can be avoided if a clearer method of cross crediting is supplied by USP.
 2. Post graduate Programmes - I believe they are non-existent through extension. Why not? What's the use of having a USP Extension Centre that is only offering part of what it is meant to do. It caters for under graduate programmes and that's it. A priority would be to extend the word extension to its full potential and this is to include post graduate programmes as well. I'm glad to hear yesterday of USP's comments that Summer Schools for this area is possible. Lets hope it becomes a reality!
 3. Extension Studies - An inclusion of refresher courses for all areas of education is a need for the upgrading and professional development of all members of the workforce both private and public sectors.

4. Lastly, a need for installation of satellite tutorials is a must and I've been told by a reliable source that this through no fault of USP but rather by technological problems of lines etc. not being able to connect from Suva to Nauru, but nonetheless I still see it as a need and efforts should be made so that the responsible party is aware and efforts are made to remedy this, or maybe another means can be used to obtain this like through Fisheries system (PEASAT). I've come to the end of my little speech and I'd just like to thank you all for listening. TUBWA KOR.

Charmaine Scotty
Teacher and Extension Student

TRAINING NAURU FOR THE FUTURE

The education department of Nauru has on their letter head the saying training Nauru for tomorrow. An appropriate maxim for this meeting. Before we go any further to look at how USP can help Nauru in educating its nationals for the future, preferably for Nauru, lets look at how USP is perceived here in Nauru.

I do not know how USP is envisaged by other countries in the Pacific, but here in Nauru the majority looks upon it as a "coconut" university. This is most probably due to the majority of people who have schooled overseas are prejudices towards that countries, which they schooled in, tertiary institutions. Therefore USP is regarded as a Uni. of sub par standards. Nothing could be further from the truth. People are now finding that this institutions is the only Uni. that offers them the only avenue where they can pursue further studies, and its orientated especially to the needs of Pacific Islanders. Everyone involved with USP should help in dispelling this perception of a Coconut Uni. Extension centres has done much to dispel this coconut mentality.

One of the greatest drawbacks is that only one graduate course, can be completed by extension. We are not all going to be teachers. I would love to see a lot more courses offered to completion by extension. One of this could be law. Law courses, apart from Bookkeeping 1, on Nauru are one of the most popular courses at the extension centre. To people who have completed their certificates in Law, the next step is to do the LLB program. But only the first year is offered by extension. Could not USP offer all the courses by extension? And if this is impossible, could not those be limited to one semester or one year where the student can fly to the Vanuatu campus and complete it there?

This would alleviate the financial burden of trying to find funding for 4 years of studying law at the Vanuatu Campus. And I am not just limiting this to law courses but expanding it to take in all the courses that are offered.

From a parents point of view, this would be a heaven sent miracle. For with such a system it now becomes affordable for parents to be able to send their children to Uni. It becomes cheaper in the way that it saves costs in regard to tuition fees, airfares and accommodation. Everyone

wants thing either for free or cheap. In most cases you lose quality this way. But the present layout of the extension subjects is excellent, and is being improved on. Therefore with such a system, one can do subjects cheaply but yet not lose the quality that is needed. At present I keep imagining my daughter coming up to me and saying "Papa I want to go to Uni." I turn around and say "That's great O daughter of mine, but what course would you like to do". She in turn says to me "I want to be a scientist." What a wonderful aspiration, but listen, the extension centre hasn't got a lab and the other thing is that you would need a degree and the only thing you can get a degree in by extension is a Bachelor of Ed. And we can't afford to send you overseas for the full three years you need to complete your science degree, and the Nauru dollar is not doing so well too. So if you want a degree become a teacher we can afford that." Now I could go on with this satirical look at me talking to my daughter but the point is, at the present time, getting my child to complete a science course or for any other course apart from the B.Ed is just not feasible. It is like the horse that has an apple tied to it with a stick extending the apple at just the tip of its nose. He can see and smell the apple, his mouth is watering from the expected sweet taste of that apple, but no matter what he does or how many steps he takes, it will always remain just in front of him, just out of his reach. Enable us taste and eat that apple.

One of the greatest disadvantages that an extension student faces is the lack of courses due to a lack of facilities. An example would be science students on the island. One cannot even do preliminary science subjects here because USP Nauru just hasn't got the facilities to cater for those students who would like to do science subjects. There is a cry now on the island that there are not enough science orientated people on the island. At this present stage, this is just not possible, because the centre here cannot meet the students need for a science lab. It doesn't have to be a great big laboratory, it can be a small lab, but it houses the essential materials, whether it be chemistry or biology, that a student will need in the course. And then advertise this fact, and students will enrol. Another major drawback in regards to science courses is that when people speak about taking on a science course, the first reaction is what I call the Einstein syndrome. This is where people have delusions that one have to be close, if not, a genius to tackle science. In other words, they must have as a prerequisite the brain power of Einstein. Bridging courses, to help students with science subjects is an idea. There are successful bridging courses being run by USP in their continuing education

programme, in regards to accounting, I am sure that they can find talented people that can set up bridging course for science subjects. And the phobia that is related to mathematics, there are many courses that do not involve mathematics, such as biology.

There is also a need that there must be closer dialogue with the extension centre and the education department of Nauru. I think that the majority of school leaving students here do not know what the extension centre has on offer. If the education department was to invite the Director or the Program Assistant a few times a year to the secondary schools, and have them expose to the students that you do not have to go to Australia or New Zealand to further your education, and thus spend more of your parents money, but you can do it here, cheaply but with quality. And explain to students that it does pay to have a USP certificate, diploma or degree, and its affordable and it is recognised by the government and that they will be awarded jobs according to their qualifications, I'm pretty sure this will get a response from the students. Most students now just look at the trade school, or the Youth Affairs department as the only means to furthering their education or training. It should be made known to them that this is not the case. The more people we have coming out of Uni., whether it be from other Uni's. or USP, but since USP is the only financial reality thus becoming the only option for most people, the more qualified people we have, the better it is for the island and the less people we have of labelling USP as a "coconut" Uni.

The government must also step in with a reward system that tells students that if you graduate, with this certificate or this diploma or this degree you will be awarded jobs according to your qualification. But that is the governments problem, and since I am not yet a politician, I won't dwell on that too much.

We need help if we are to succeed and better our country. Hopefully the points that I have made, will contribute in some way, so that the committees responsible for us will offer more courses that can be completed by extension, and hopefully also, in the foreseeable future a laboratory to cater for the needs of science students will be a reality.

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