What projects and programs are currently provided by governments or NGOs to at-risk children of primary school age in your country to achieve Universal Primary Education?

Nauru has yet to provide projects or programs that target at-risk children in the primary years.

Individual schools have tried to improve their children’s literacy through various reading programs like the 4S, the ‘Learning to love reading’ library program and through year level ‘clubs’ but these programs have not lasted for various reasons.

1. The purpose of the ‘Learning to love reading’ was to help children read with understanding and therefore build and encourage a love of reading.
2. It targeted any child at the school (aged 9 – 10) who was having difficulty with reading or reading with understanding.
3. The librarian chose this particular program because she wanted the children to embrace reading with confidence. She wanted them to discover the joy of reading with understanding.
4. No policy or framework – just the librarian’s request that a child should come to school daily to be included in the reading program.
5. There was no curriculum developed.
6. The librarian discussed with individual class teachers on how continued support in the class can be provided to the child.
7. Every week she would select specific children and have them read and explain a book to her, or she would read to them and ask them to explain what she had read. She kept a record of each child’s reading progress.
8. The children were already in the formal education system.
9. Teachers were asked to note improvement in child’s learning e.g. Is the child better able to manage tasks/activities? Does the child understand more?
10. No budget. Used school resources (reading books and exercise books for children’s response to their reading)
11. Parents, guardians were asked to spend a minimum 10 minutes to read to, read with or listen to their child read. They were also asked to discuss the book with their child and give feedback to librarian via exercise book provided.
12. More children and parents wanted to know more about the program
13. Some children who really wanted to improve their reading skills had no support at home and either dropped out of the reading program or made very little/no progress.
14. Organized out-reach sessions with the community to promote the reading program, volunteers to assist the librarian with the reading program, librarian assistant, support from the Education Department in endorsing the program and more reading sets.
Year 6 initiative - to provide extra tuition

1. Purpose was to provide extra tuition to students – teach them strategies that will help them manage their learning better.
2. Targeted students who were just below average (needed a nudge)
3. Year 6 teachers decided to increase the number of competent learners in their classes.
4. No policies or framework. Teachers decided on criteria – which students are eligible. How many students to make up the classes.
5. No curriculum developed
6. The Year 6 teachers organized themselves to take turns teaching one subject for one hour after school each day.
7. No assessment of learning outcomes
8. Children already in the formal education system
9. No monitoring of initiative – evaluated by discussing benefits/challenges
10. No budget. Children staying for extra tuition were asked to provide their own refreshments.
   Teachers used their own class resources
11. Very little – only concerned the parents of the children involved
12. There was good response by parents and children. The idea of teaching simple yet effective learning strategies to help children manage their learning better.
13. Family and home commitments, teacher’s knowledge and competence in wide range of pedagogies limited
14. Assistance from other teachers, a good clear plan of action, a kit of wide range of pedagogies, in-service for teachers