Summary of the Teaching of Philosophy in Nauru

Philosophy in the National goals of Education
The main objective of the Nauru Curriculum Footpath is that the “students leave school as confident citizens able to live in and contribute to both Nauru society and a complex, global, networked society.”

What is taught in the Nauru Curriculum Footpath is captured in four pathways which contain 17 short statements.

Personal pathways: Who am I, where do I belong, where am I going?
- Living in a contemporary Nauruan community and preparing for its changes
- Demonstrating confidence, commitment and accepting responsibility for decision making and problem solving
- Taking care of health and self
- Learning to learn through creatively using resources and learning strategies
- Learning to work in new ways and creating new opportunities
- Working with peers and others

Communication pathways: How do I make sense of and communicate with others at home and abroad
- Mastering literacy including the primary language

Population: 10,000 (2007)
Gross Enrolment Ratio
Primary: 79% (2007 estimate)
Secondary: 46% (2007 estimate)
Percentage of GDP invested in education: N/A
Percentage of government expenditure invested in education: N/A
Compulsory Education: N/A

The GER is used in the education sector and by the UN. According to the UNESCO Institute for Statistics the definition of the GER is the “total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.” Its purpose is “to show the general level of participation in a given level of education. It indicates the capacity of the education system to enrol students of a particular age group. It can also be a complementary indicator to net enrolment rate (NER) by indicating the extent of over-aged and under-aged enrolment.” It is calculated by dividing "the number of pupils (or students) enrolled in a given level of education regardless of age by the population of the age group which officially corresponds to the given level of education, and multiply the result by 100.”

• Mastering numeracy
• Communicate knowledge and argument to a diverse audience
• Communicating using languages and intercultural understandings

**Community pathways: What are my rights and responsibilities acting as a local, national and international community member?**

• Fostering identity, belonging and unity
• Respecting diversity and different ways of thinking
• Thinking and acting as an agent of change on local, regional and global communities while sustaining culture and identity
• Understanding local and global economic and political forces

**Environment & Technology pathways: How do I understand, impact, use and shape the world around me?**

• Applying scientific, mathematical and technological understandings
• Understanding and sustaining environments
• Creating and working with design, agricultural, digital and engineering technologies

At the moment of writing no further information was available and work on the curriculum was still in progress. It was stated though, that the curriculum should have a balance of the following:

• Nauru curriculum footpath elements
• Literacy, numeracy, design, technology, performance, thinking skills, research skills and teamwork
• Gender balance
• Gardner’s Multiple Intelligences
• Traditional “subject” content

**Primary education**
Not available at this moment.

**Assessment**
Not available at this moment.

**Case studies of philosophy teaching in primary schools: Identified courses called “philosophy” in schools**
Not available at this moment.
Case studies of philosophy teaching in primary schools: Philosophy related teaching in schools
Not available at this moment.

Secondary education
Not available at this moment.

Assessment
Not available at this moment.

Case studies of philosophy teaching in secondary schools: Identified courses called “philosophy” in schools
Not available at this moment.

Case studies of philosophy teaching in secondary schools: Philosophy related teaching in schools
Not available at this moment.

Identified programmes to provide teaching materials in philosophy
Not available at this moment.

Links

http://stats.uis.unesco.org/unesco/
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