

2021-22 Pre-Budget Submission

World Vision Australia

January 2021

Background

World Vision is a Christian relief, development, and advocacy organisation dedicated to working with children, families, and communities to overcome poverty and injustice. Inspired by Christian values, the organisation works with the most vulnerable and believes that human rights and dignity are integral to Creation. We are a global community development organisation that provides short-term and long-term assistance to 100 million people worldwide (including 77 million children). We have more than 45,000 staff members working in 99 countries.

World Vision Australia is Australia's largest overseas aid and development organisation. We are actively engaged with over 700,000 members of the Australian public that have an interest in international development. Moreover, World Vision Australia has been part of the fabric of Australian altruism and care for decades.

World Vision Australia has worked for over forty years with Aboriginal and Torres Strait Islander communities and organisations and have a specific focus on the wellbeing of children and young people. We are experienced at providing operational and technical support to First Nations organisations and communities so that they can identify their own priorities and develop local solutions to the challenges they are facing.

World Vision has a compelling record of accomplishment on aid and development. For six decades, World Vision has been engaging people to work towards eliminating poverty and its causes. This could not be achieved without the generosity of our partners, supporters, and donors, including the Australian public and the Australian Government, who help to create a brighter future for children and their families across the world. Over the past 50 years, more than two million Australians have chosen to partner with us when giving to charity.

World Vision is committed to the poor because we are Christian. We work with people of all cultures, faiths, and genders to achieve transformation. We do this through relief and development, policy and advocacy, and collaboration and education about poverty, with an emphasis on personal growth, social justice, and spiritual values.

World Vision Australia has a productive working relationship with the Australian Government in partnering to deliver the Australian Aid Program. Our partnerships span food security programs in East Africa, livelihoods and resilience programming in fragile contexts, gender-based violence programs in the Pacific, and programs piloting innovative approaches in South East Asia. The Australia NGO Cooperation Program (ANCP) partnership is at the core of this relationship and is orientated towards supporting community development globally.

World Vision Australia is a constructive and trusted partner who seeks to inform and influence policy makers through an evidence-based dialogue. World Vision Australia welcomes the opportunity to make a submission to the 2021-22 Australian Government Pre-Budget process.

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Executive Summary

Australian development assistance makes an essential contribution to the alleviation of poverty and suffering in our region and around the world. It achieves significant impacts, both overseas and for Australia. Among its many positive outcomes, Australian aid empowers people living in poverty, helps people live longer, healthier lives, provides lifesaving assistance during crises and improves regional security. This is even more important in the wake of COVID-19.

We welcome the government's aid rethink *Partnerships for Recovery*, pivoting Australia's international development work to COVID-19 response and recovery. World Vision works on the frontlines of the coronavirus crisis in the most vulnerable communities. We see the challenges first-hand and know the areas of greatest need.

As one of the very few, if not the only, Non-Government Organisation working nationally that specialises in development programming in partnership with First Nations communities and organisations, we continue to share the Government's wish to see First Nations people, organisations and communities leading their own development.

World Vision has enjoyed working closely with the Government in the past through the Memorandum of Understanding on Indigenous Development Effectiveness between ourselves, the Minister for Families, Community Services and Indigenous Affairs and the Department of Families Housing and Community Services and Indigenous Affairs 2012 – 2017 and we seek to continue to collaborate to improve outcomes for Aboriginal and Torres Strait Islander children and their families.

To further build on your COVID-19 response, this Pre-Budget Submission proposes seven new areas of investment over the forward estimates. It explains how the Australian Government can help prevent famine in the wake of COVID-19, increase vaccine awareness and uptake in the region, protect children from the increased risk of violence during and after the pandemic, build resilience in fragile states, advance women's economic empowerment in the Pacific, support regreening as part of COVID-19 recovery efforts, and build teacher capacity in Australian First Nations knowledge and perspectives. As this submission highlights, we believe these priority areas are aligned with existing Australian Government policy and commitments and will strengthen Australia's contribution to the international effort to combat COVID-19 and its socio-economic aftershocks.

We propose seven budget measures outlined in the table below and detailed in the following New Policy Proposals:

Proposal	Description	Total funding	Page
Preventing famine in the wake of COVID-19	Adopt a 'famine prevention package' to immediately address soaring hunger and child malnutrition in at least three conflict-affected countries outside the Indo-Pacific. This contribution should be new and in addition to existing aid commitments. Countries may include Afghanistan, Burkina Faso, DR Congo, Ethiopia, Lebanon, Mozambique, Nigeria, Somalia, South Sudan, Syria, and Yemen.	\$150.0m	6
Improving COVID-19 vaccine awareness and uptake in the Indo-Pacific	Complement existing investments in COVID-19 vaccine distribution with targeted and tailored education programs and awareness campaigns, using trusted local leaders and NGOs to increase confidence and trust in the vaccine among partner countries and communities.	\$50.0m	8
Ending Violence Against Children in the Pacific and Timor-Leste	Invest early to end violence against children. Over a lifetime, prevention programming like this can increase productivity, reduce the burden on healthcare and welfare systems, reduce incidences of violence later in life, and improve social outcomes.	\$73.0m	10
Establishment of a Children's Rights Unit	Set up a unit to oversee the mainstreaming of children's rights across all thematic areas of the Aid Program and to track DFAT's spend on children.	\$2.2m	12
Building resilience in fragile states	Fund three new, multi-year resilience programs in fragile states to help communities cope with recurrent shocks, mitigate extreme poverty and hunger, and prevent conflict. Countries may include Afghanistan, Bangladesh, DR Congo, Iraq, Lebanon, Mozambique, Somalia, South Sudan, Sudan, and Syria.	\$72.0m	14
Economic Inclusion Fund for Regional COVID-19 Recovery	Complement existing support for the region's economic recovery with an Economic Inclusion Fund that specifically supports the most marginalised, including the ultra-poor, women and youth. The Fund will help ensure that the region's economic recovery is inclusive, pro-poor and that it reduces inequality.	\$50.0m	17
Regreening to support COVID-19 recovery and sustainable food systems	Build resilience and protect the livelihoods of vulnerable communities by directly regenerating 680,000 hectares of degraded land across East Africa, South East Asia, and the Pacific, which will sequester approximately 2.7 million tonnes of carbon per year.	\$60.0m	20
Establish a First Nations Cultural Residents Program for Primary Schools	Build teacher capability in First Nations knowledges and perspectives to embed it effectively and authentically across the curriculum.	\$194.8m	24

Guiding Principles: Australia's Development Approach – Competing on Impact

World Vision and the Australian Government share a common vision for Australia's international development agenda – to have maximum impact.

“Impact” is about “making a marked difference.” It is synonymous with outcomes and, in the international development context, speaks to both making a difference in the lives of the most marginalised and disadvantaged and delivering on a key driver of influence.

Competing on Impact

Success in international development is being increasingly defined by impact, as opposed to the historical focus on inputs and need. Countries are looking for development partners with a strong record of accomplishment in delivering impact. This trend is already being seen in the rise of impact investing and other outcome-based financing tools (such as Development Impact Bonds) as well as the emergence of structured philanthropy with strict requirements for demonstrated evidence of impact. The shift towards impact is also reflected in the 169 targets of the Sustainable Development Goals, 88 of which are outcome based. It is our view that, going forward, this impact lens will be the dominant paradigm for defining the success and influence of a country's development program. COVID-19 has only accelerated this transition to the impact era.

Adopting a Business Mindset

Winning in business is about grappling with the complexities and uncertainties of your business environment (diagnosis) and identifying an overall approach (guiding policy) that plays to your relative strengths and differentiates you from your competition. This same logic applies to development policy.

At a fundamental level, competing on impact boils down to two broad options: Do what everyone else is doing (but do it for less) or do something no one else can do (to differentiate). As a middle power country, it is hard for Australia to compete on economies of scale – the remaining option is to differentiate.

Differentiating on Impact

We believe that “impact leverage” has the potential to play a defining role in differentiating Australia's international development program by creating scale advantages and providing partner countries with a better choice. As a medium-sized player, Australia needs to mobilise a network of impact partners to “punch above its weight” and create scale benefits through leverage. This will require Australia's international development program to excel in three key areas: building best-in-class excellence across a few sectoral areas of impact; leveraging the combined resources and expertise of its strategic partners; and adopting an integrated and ecosystem approach to managing and reporting on collective impact.

Building on the foundations laid in the 2014 aid policy, we recommend developing signature impact goals around a few measurable impacts that have the power to mobilise partners towards delivering on the aid program's strategic intent. While the strategic targets for the aid program set in 2014 measured outputs (such as funding allocations to certain geographies like the Indo-Pacific or types of programming like aid for trade) or tracked inputs (the consideration of gender in program designs), we recommend that the future targets or impact goals be outcomes based. For example, such goals could include: increasing the incomes of more than 10 million poor and marginalised households across the Indo-Pacific by 2025; regreening 30 million hectares of degraded land by 2030 to build community resilience and sequester carbon; or halving the rates of violence against women and children in the Pacific by 2030.

By making coherent and strategic choices and mobilising partners around Australia's value proposition as a donor – inclusive social transformation – the aid international development program will not only have development impact, but it will also have strategic impact as well.

PROPOSAL I**Proposal title:** Preventing famine in the wake of COVID-19**Affected agency:** Department of Foreign Affairs and Trade**Financial implications:**

	2021-22	2022-23	2023-24	2024-25	Total
Cost of proposal (\$m)	150	0	0	0	150
<i>Providing emergency food assistance</i>	<i>100</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>100</i>
<i>Investing in child nutrition</i>	<i>50</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>50</i>
Number of additional staff positions sought (ASL)	0	0	0	0	0

Outline of proposal:

The COVID-19 pandemic has triggered unprecedented levels of acute hunger in humanitarian crisis settings, primarily amongst women and children in the Middle East and Sub-Saharan Africa. World Vision calculated that 19 million people are currently at risk of famine in 12 fragile countries, more than half of whom are children.¹ 2021 is the year Australia must resolve to step up again as a humanitarian leader, just as it did in response to the 2011-12 food crisis in East Africa.²

World Vision calls on the Australian Government to immediately adopt a A\$150 million famine prevention package to address soaring hunger and child malnutrition in at least three conflict-affected countries outside the Indo-Pacific, new and additional to existing aid commitments.

Strategic policy alignment:

In its new aid policy, *Partnerships for Recovery*, Australia recognises that COVID-19 poses huge risks to communities living in fragile and conflict-affected states, including rising levels of hunger. Australia also acknowledges that effective global relief efforts are vital to the country's long-term interests. Food security is highlighted as a priority focus to ensure the stability of partner countries; the policy provides examples of Australian leadership in the areas of food security assessments, strengthening food supply chains and ensuring food availability primarily in Pacific nations.

This leadership should be replicated in settings outside the Indo-Pacific, in response to spiralling hunger and the risk of famine in multiple conflict-affected countries. Australia has demonstrated leadership on preventing famine and building hunger resilience before, including in response to the Horn of Africa hunger crisis in 2011-12. Now is the time to step up again as a humanitarian leader, in line with international commitments under the Grand Bargain, Humanitarian Principles, Good Practice Humanitarian Donorship, and the Sustainable Development Goals.

¹ <https://www.wvi.org/newsroom/coronavirus-health-crisis/covid-19-could-force-over-19-million-people-half-them-children>

² <https://www.dfat.gov.au/about-us/publications/aid/evaluation-of-australias-response-to-horn-of-africa-crisis-2011/Pages/3-the-australian-response>

Rationale:

Levels of acute food insecurity and malnutrition in humanitarian settings have drastically increased since the beginning of the COVID-19 pandemic. The World Food Programme calculated that an additional 121 million people would go hungry by the end of 2020, mostly in conflict-affected countries. It also sounded the alarm on the risk of famine in four countries (Yemen, South Sudan, Burkina Faso, and Nigeria).³ World Vision can confirm the pandemic adds to children's elevated levels of deprivation in conflict settings, compounds pre-existing risks, and creates new ones including starvation or life-long implications of undernutrition.⁴

A strong famine prevention effort is entirely in Australia's national interest. A generation of children lost to hunger and malnutrition is certain to have long-term political, economic, and security implications for Australia. In other words, addressing the pandemic's starkest repercussions in countries like Afghanistan, Syria and South Sudan is a prerequisite to ensuring stability in the Indo-Pacific. Growing marginalisation and hunger amongst conflict-affected children, including refugees and IDPs, may have a direct bearing on longer-term peace and security in our region.

Implementation:

World Vision recommends that Australia adopt a one-off 'famine prevention package' amounting to A\$150m, new and in addition to existing aid commitments. Funding efforts should focus on emergency food, cash, and voucher assistance as well as efforts to expand nutrition services and social protection mechanisms for children in countries experiencing 'crisis,' 'emergency' or 'catastrophe' levels of acute food insecurity (IPC Phase 3 and above).

It is recommended that this funding package be channelled into appropriate humanitarian mechanisms including the United Nations Central Emergency Response Fund (CERF), World Food Programme, UNICEF, and the Australian Humanitarian Partnership to ensure swift action in response to emergency food and nutrition crises. Focus countries under consideration may include Afghanistan, Burkina Faso, DR Congo, Ethiopia, Lebanon, Mozambique, Nigeria, Somalia, South Sudan, Syria, and Yemen.

³ <https://interagencystandingcommittee.org/inter-agency-standing-committee/letter-members-security-council-mr-mark-lowcock-warned-first>

⁴ https://www.wvi.org/sites/default/files/2020-11/Covid19%20very%20final_small.pdf

PROPOSAL 2

Proposal Title: Improving COVID-19 vaccine awareness and uptake in the Indo-Pacific

Affected Agency: Department of Foreign Affairs and Trade

Financial Implications:

	2021-22	2022-23	2023-24	2024-25	Total
Cost of proposal (\$m)	40	10	0	0	50
Number of additional staff positions sought (ASL)	0	0	0	0	0

Outline of proposal:

The Australian Government is investing more than \$500 million to support the distribution of COVID-19 vaccines across the Pacific and South East Asia. Vaccine access and coverage is critical, but so too is vaccine acceptance. For the Government's significant investment in vaccine distribution to be effective, it needs to be complemented by programs that increase awareness, confidence, and trust in the vaccine among partner countries and communities. In the Pacific, this means working with trusted partners – churches, faith leaders and established non-government organisations – to not only deliver the vaccine, but also to share information and build confidence to increase community uptake rates.

It is recommended that the Australian Government invest \$50 million in tailored and targeted education programs and awareness campaigns across the Pacific and South East Asia over the next two years, in line with the Government's phased vaccine rollout plans. Awareness activities should be tailored to the local context, using trusted local leaders to share accurate medical information in the local language across various media channels about COVID-19, vaccine safety and the rollout. This could include conducting training workshops for local leaders, sharing messages on radio, television, newspapers, newsletters, and social media, and working with governments, churches and community groups to gauge and change community attitudes.

In managing previous outbreaks and vaccine rollouts (such as the Ebola epidemic), community and faith leaders were critical to improving uptake as one of the most trusted sources of information in many communities. In the Pacific region for example – where 90% of the population identify as Christian – Christian NGOs, pastors and church leaders play a prominent role not only in spiritual matters, but also in health, education, and service delivery. Trusted NGOs, community and faith leaders can work with communities to involve them in the vaccine rollout, give them accurate information, dispel myths, and help ensure that vaccines are accepted and distributed fairly.

Strategic Policy Alignment:

This proposal supports the pivot of Australia's development assistance to COVID-19 response and recovery, as outlined in DFAT's aid policy *Partnerships for Recovery*. It also supports the Government's stated commitment to ensuring early access to the COVID-19 vaccine for countries in our Pacific family, as well as regional partners in Southeast Asia.

Rationale:

From experience, World Vision knows building community trust and ownership is key to the success of any community development initiative, and especially for immunisation programs. For example, World Vision worked as part of a coalition of organisations to bring an Ebola vaccine to West Africa during the 2014-16 outbreak. A key part of this was working with community leaders and health workers to share accurate medical information and promote acceptance of the new vaccine, so the right people would receive the right vaccine at the right time. This was critical to improving take-up rates and managing the devastating outbreak.

The importance of engaging local leaders in the COVID-19 vaccine distribution was confirmed by recent World Vision research in Bangladesh and Myanmar, which found that people were much more likely to accept a COVID-19 vaccine if their community leaders and religious leaders had publicly expressed support for the vaccine. Another study recently published in *The Lancet* found that community confidence in the importance, safety, and effectiveness of vaccines has fallen in several key Indo-Pacific countries, all of which are among the worst affected by the COVID-19 pandemic — Indonesia, the Philippines, Pakistan, and Afghanistan.

The 2019 measles outbreak in Samoa is a pertinent example of what happens when people lose faith in immunisation programs. In 2018, two infants died in Samoa after they received the Measles, Mumps and Rubella vaccine. The cause was later found to be human error, after the vaccines were incorrectly mixed with an expired anaesthetic, but vaccination rates still plummeted, mistrust spread and, soon after, measles did too. This led to the 2019 measles outbreak and the death of 83 people, mostly children under five, in just a few months.

Implementation:

NGOs have supported vaccination programmes for decades, partnering with communities to combat the spread and impact of diseases, including most recently the Ebola outbreak in West Africa. NGOs can work with community and faith leaders to involve them in the vaccine rollout and inform communities about the safety and reliability of the vaccine and the risks of COVID-19. It is recommended that the Australian Government leverage the extensive faith networks and deep community linkages of NGOs in the region to conduct tailored information and awareness campaigns to support uptake of the COVID-19 vaccine.

Value for money:

This small investment in community vaccine education and awareness will help ensure value for money from much larger investments that the Australian Government is making in vaccine development and distribution. The \$50 million proposal is less than 10 per cent of the total funds already committed by the Government for vaccine distribution. In August 2020, the Government announced it would contribute \$80 million to the international COVAX Facility to improve vaccine access for high-risk populations in 92 developing countries. Then, as part of the delayed October Federal Budget, Australia committed an extra \$23.2 million for vaccine access and health security in our immediate Asia-Pacific region. This was followed in October by a \$500 million pledge to distribute millions of COVID-19 vaccine doses to countries in South-East Asia and the Pacific region. Community education programming is needed to ensure that these large investments are effective, and that vaccines are not only provided, but also adopted and accepted by communities in the region.

PROPOSAL 3

Proposal Title: Ending Violence Against Children in the Pacific and Timor-Leste

Affected Agency: Department of Foreign Affairs and Trade

Financial Implications:

	2021-22	2022-23	2023-24	2024-25	Total
Cost of proposal (\$m)	13	17	21	22	73
Number of additional staff positions sought (ASL)	0	0	0	0	0

Outline of proposal:

Violence against children is at epidemic proportions in the Pacific region. COVID-19 increases this risk.

Over 4 million children across the region experience violent discipline at home. In addition, child sexual abuse and neglect are also unacceptably high. For example, one in four adolescent girls experienced physical violence, and one in ten sexual violence. In Papua New Guinea, more than half of all sexual violence cases referred to medical clinics in Port Moresby and Tari were against children.

World Vision anticipates a major spike in the cases of children experiencing physical, emotional, and sexual violence, both under lockdown and in the months and years to come in the wake of the pandemic. In addition, restricted movement during lockdown limits operations and access to face-to-face child protection and social support services.

Violence against children can be prevented. NGOs, churches, and community organisations have worked tirelessly to prevent and address violence against children. There are proven models, such as World Vision's Channels of Hope for Gender and Channels of Hope for Child Protection, which work through existing faith-based networks to promote healthy, positive relationships. Such models can be scaled across the Pacific to change community attitudes and reduce violence against both children and women.

We call on the Government to invest \$73 million in the next four years in programs to reduce violence against children in the Pacific and Timor-Leste.

Strategic Policy Alignment:

The Government has committed to renewing its engagement with the Pacific region through the Pacific Step Up. Investing in programs to end violence against children in the region would add a new dimension to Australia's relations with the Pacific and Timor-Leste region while addressing a key social challenge. This type of social transformation programming would complement the Government's other initiatives in the region, such as infrastructure financing, and make Australia's assistance more holistic and multi-dimensional.

The proposal also aligns strongly with the gender equality objectives of Australian Aid, as DFAT's *Gender Equality and Women's Empowerment Strategy* lists ending violence against women and girls as one of its three priorities. World Vision's call for increased investment to end violence against children not only aligns with DFAT's intention but is more holistic and goes further to include all children – girls and boys.

Rationale:

World Vision takes the view of the World Bank that the smartest thing a country can do is to invest in its children. Childhood is when an individual's lifelong health, cognitive development and growth are shaped. Investing in children brings a triple dividend of development benefits. It immediately improves the lives of vulnerable children; builds their health, capacity and productivity for future life stages and lays the foundations for strong development outcomes for the next generation. The report *Unseen, Unsafe; the underinvestment in*

ending violence against children in the Pacific and Timor-Leste (2019) highlights serious underfunding as well as the endemic levels of violence against children in the region.

Neuroscience tells us that the wellbeing of a person is rooted in the first 1,000 days of life and in their childhood experiences. It is of strategic importance, therefore, that the aid program prioritises children. While Australian Aid supports a range of programs to end gender-based violence, very few programs specifically address the issue of violence against children. In fact, *Unseen, Unsafe* notes that in 2017 only \$1.1 million or 0.1 percent of all Australian aid to the Pacific and Timor-Leste was channelled to programs specifically addressing violence against children. It is critical that funding be specific and directed towards strengthening child protection systems and the delivery of related services.

Evidence shows that sustained violence against children has lifelong impact resulting in irreparable physical, cognitive, and social development of children. Children who experience violence are likely to re-enact anti-social and aggressive behaviour in their adolescent and adult life contributing to gender-based violence. By investing at least 1.5 % of regional ODA to ending violence against children in the Pacific and Timor-Leste, Australia will be setting the tone on the value placed on children thus encouraging its neighbours to allocate sufficient budget to honour the different national plans they have made to protect and promote child well-being.

Implementation:

It is proposed that programs be ramped up over time and scaled based on outcomes. Programming will be tailored to the context of different Pacific island countries and communities. The Church is a significant civil society actor in the Pacific. Evidence from World Vision's programmes highlights the importance and benefits of engaging faith leaders because they are trusted. Since ending violence against children is about changing behaviours and beliefs it is important to acknowledge and utilise the role faith leaders play in ending violence in Pacific communities.

Value for money:

Investing early to end violence against children reaches the root causes of the problem – it seeks to nurture and grow a wholesome individual. Over a lifetime, prevention programming like this can increase productivity, reduce the burden on healthcare and welfare systems, reduce incidences of violence later in life, and improve social outcomes. Research shows that every dollar invested in children yields \$20. The cost of ignoring children – more than 50% of a growing population – is too great. A Lancet study found a poor start to a child's life can lead to “a loss of about a quarter of average adult income per year.”⁵ The cost of violence against children in the Asia-Pacific region alone is estimated to be US\$160 billion or 2% of regional GDP. ⁶

⁵ The Lancet, Advancing Early Childhood Development: from Science to Scale, October 2016, https://www.who.int/docs/default-source/childhealth/advancing-early-childhood-development-from-science-to-scale-an-executive-summary-for-the-lancet-s-series.pdf?sfvrsn=de76f5d1_4

⁶ UN Special Representative of the Secretary-General on Violence Against Children, The economic costs of violence against children, available at: https://violenceagainstchildren.un.org/economic_costs_of_vac_viewpoint

PROPOSAL 4

Proposal Title: Establishment of a Children's Rights Unit

Affected Agency: Department of Foreign Affairs and Trade

Financial Implications:

	2021-22	2022-23	2023-24	2024-25	Total
Cost of proposal (\$m)	0.38	0.61	0.61	0.6	2.22
Number of additional staff positions sought (ASL)	3	5	5	5	5

Outline of proposal:

Children account for half of those living in poverty and more than half of the world's refugees. Despite this, Australia lacks a strategy or a dedicated unit in the Department of Foreign Affairs and Trade for protecting and empowering children through its aid program.

Vulnerable children are the hidden victims of the COVID-19 pandemic. While the world is currently united in a shared struggle against an invisible enemy, the profound consequences that will challenge us far beyond the current pandemic – the hidden impacts on children – are not yet front of mind. Unless we act now to address the pandemic's impacts on children, the echoes of COVID-19 will permanently damage our shared future.

World Vision Australia calls on the Australian Government to put children at the centre of development by establishing a Child Rights Unit within the Department of Foreign Affairs and Trade to be accountable for children's rights and to lead their mainstreaming across the Australian aid program, including:

- Leading the development of a children's strategy for the aid program with child-specific metrics, targets, and benchmarks to track the extent to which development and humanitarian programs consider their impact on children,
- Development of a child marker to track investment in children across the program,
- Lead the collection of age disaggregated data across the program,
- Assess and track the overall wellbeing of children in Australia's priority countries and crisis settings,
- Develop guidance for best practice in child participation in development, and
- Strengthen synergies between development, humanitarian, and peacebuilding efforts for children and ensure greater coherence and collective impact in fragile contexts.

Strategic Policy Alignment:

The region at the centre of Australia's aid program – the Pacific – has one of the youngest populations in the world, with half of the population aged under 23. This young population, combined with its low school enrolment and widespread child stunting rates, mean child wellbeing should be front and centre of Australia's development strategy for the region. The Pacific has the highest rates of child stunting (43.1%) in the world, and it is particularly prevalent in Timor-Leste (50.2%) and PNG (49.5%).

Investing aid in the future of children is not only the right thing to do, but also the smart thing to do. Every dollar spent on children is an investment in the 'future' human capital of a nation. Aid should be invested in children because its benefits are durable and intergenerational, because the cost of inaction is too great, because it is what Australians expect of the Australian Government, and because it is in the spirit of the UN Convention on the Rights of the Child - the most widely ratified international human rights treaty

It is in Australia's interest to have a region that is prosperous, stable, and healthy. Investing in children is critical to achieving this. Children who are educated, healthy and happy are more likely to grow up to be productive adults who can positively contribute to their societies and economies while building the resilience of their communities to withstand shocks.

Rationale:

Investing in children brings a triple dividend of development benefits: it immediately improves the lives of vulnerable children, builds their health, capacity, and productivity for future life stages, and lays the foundations for strong development outcomes for the next generation.

Children are invisible stakeholders and beneficiaries in the Australian Aid programme and yet they are a fast-growing segment of the global population and constitute half of the world's poor.⁷ World Vision Australia notes that 1.3 billion people globally live in poverty - half of them are children aged 0 – 17 years. This means one out of every three children in the world are poor.⁸

Even though children make up half of the world's poor, none of strategic targets for the aid program directly target children as key stakeholders nor measure progress made in the realisation of their economic, cultural, and social rights. To break the cycle of poverty, address inequality, and boost productivity later in life, countries must invest in children early and Australia can lead by example by establishing the proposed child rights unit.

Implementation:

DFAT should write children into policy and make them a priority by mainstreaming children's rights into the aid program using the approach the Department used to integrate gender and disabilities. This budget should establish a child rights unit to facilitate and account for the mainstreaming of children's rights in Australian Aid. The Unit could kickstart with 3 full time child rights experts in 2019/20 (including 1 x Director EL2; 1 x Assistant Director EL1; 1 x Senior Policy Officer APS 6). This resourcing should ramp up to 5 full time staff (1 EL2, 2 EL1, 2 AP6) by 2020/21 and be sustained thereafter. This will cost \$2.2 million over the forward estimates. Costings are based on salaries and superannuation as outlined in DFAT's Enterprise Agreement 2019.

Value for Money:

The establishment of the Child Rights Unit represents value for money for Australian Aid because mainstreaming children's rights across the aid program is a sound investment in the long-term outcomes of aid. It is critical to ending inter-generational poverty and breaking the cycle of disadvantage.

If the Australian Government is to show commitment and deliver on its international obligations, provision must be made in the budget to enable the Aid program to engage child rights specialists to spearhead an agenda that puts children at the centre of development and cross checks to ensure that all DFAT policies, programmes and interventions are in the best interest of children.

⁷ Strategic Framework for Australia's Overseas Aid Program, https://dfat.gov.au/about-us/publications/Documents/wp_framework.pdf

⁸ [Multidimensional Poverty Index](#), 2018

PROPOSAL 5**Proposal title:** Building resilience in fragile states**Affected agency:** Department of Foreign Affairs and Trade**Financial implications:**

	2021-22	2022-23	2023-24	2024-25	Total
Cost of proposal (\$m)	18	18	18	18	72
<i>Investing in economic and environmental resilience</i>	<i>12</i>	<i>12</i>	<i>12</i>	<i>12</i>	<i>48</i>
<i>Investing in social resilience and conflict prevention</i>	<i>6</i>	<i>6</i>	<i>6</i>	<i>6</i>	<i>24</i>
Number of additional staff positions sought (ASL)	0	0	0	0	0

Outline of proposal:

The economic fallout resulting from COVID-19 has meant spiralling unemployment, loss of livelihoods and incomes, as well as soaring food insecurity in fragile states around the world. This is likely to have major social and political ramifications, including civil unrest, community violence, and conflict over resources, in addition to recurrent shocks resulting from climate change. The University of Denver forecasts the pandemic will ignite conflict in 13 more countries through 2022. Predicted humanitarian needs are already at a historic high in 2021.

It is more important than ever for Australia to prioritise anticipating crises and building the resilience of communities against major shocks (economic, environmental, and social). World Vision recommends that the Australian Government fund, at minimum, three new packages of multi-year, community-focused, resilience assistance in fragile states, at a cost of A\$24 million spread over four years. These packages should address the drivers of conflict, including through integrated interventions to strengthen food security, livelihoods, natural resource regeneration, social cohesion, and peace.

Strategic policy alignment:

Australia's aid policy, *Partnerships for Recovery*, acknowledges the importance of building longer-term resilience in both development and humanitarian contexts. Further, the 2017 Foreign Policy White Paper notes the Government will "encourage a more coordinated focus on conflict prevention, rather than waiting for crises to develop."⁹ The World Bank's *Pathways for Peace* report stresses that the best way to prevent communities' descent into crises is to "ensure that they are resilient through investment in inclusive and sustainable development."¹⁰ This requires a strong focus on multi-year, community-focused resilience programming.

At the international level, Australia has already committed to doing more to prevent humanitarian crises and address their root causes. In 2016, the UN Secretary General convened the World Humanitarian Summit to identify new approaches to better support people in crisis settings. The summit recognised the urgent need for

⁹ <https://www.dfat.gov.au/sites/default/files/minisite/static/4ca0813c-585e-4fe1-86eb-de665e65001a/fpwhitepaper/foreign-policy-white-paper.html>

¹⁰ <https://www.worldbank.org/en/topic/fragilityconflictviolence/publication/pathways-for-peace-inclusive-approaches-to-preventing-violent-conflict>

a “shift from perpetual crisis management towards effectively managing prevention and early action.”¹¹ The Grand Bargain was adopted at the summit’s conclusion, with signatories including Australia committing to increase “collaborative humanitarian multi-year planning and funding.”¹² Australia also committed to improving “prevention and peaceful resolution capacities at the national, regional and international level,” and “address root causes of conflict and work to reduce fragility by investing in the development of inclusive, peaceful societies.”¹³

Not least, OEC DAC members including Australia have committed to increased “support for prevention, mediation and peacebuilding and early recovery, with a view to decreasing the risk of violent conflict, disasters and crises that generate humanitarian needs and undermine development.”¹⁴

Rationale:

Communities in fragile states are exposed to recurring shocks and long-term stresses, including environmental (linked to climate change), economic, social, and political. These shocks often compound one another, eroding people’s capacity to cope and resulting in humanitarian dependency. In 2021, 235 million people around the world require life-saving humanitarian assistance, a number that has grown steadily over the past decade primarily because of armed conflict and natural hazards.¹⁵ Between 2002 and 2013, 86 percent of humanitarian funding needs occurred in situations of armed conflict and violence.¹⁶

This underlines the urgent need to help communities better cope with shocks and prevent conflict from occurring in the first place. The key to breaking the cycle of crisis and short-term emergency response is longer-term investment in building community resilience. Such programs assist in building the foundations for sustainable development, bridging the nexus between humanitarian, development, and peacebuilding programs, and over time reducing dependence on international assistance.

Evidence from DFAT-funded resilience programming, including in extremely fragile contexts like Somalia, Afghanistan, and South Sudan, shows that community-level approaches such as livelihood diversification, environmental restoration, and savings groups are effective in enabling communities to withstand shocks and more swiftly recover from them.¹⁷ World Vision has also seen strong peace dividends come from food security, livelihoods and natural resource regeneration programs that include a dedicated social resilience and conflict prevention component. Social resilience approaches may include efforts to mitigate disputes associated with resource strain and reduce tensions between communities.

Implementation:

World Vision recommends that Australia intentionally apply a multi-year, integrated resilience approach in fragile contexts. This should include long-term interventions to strengthen livelihoods, food security, natural resource regeneration, social cohesion, and peace, in line with current thinking on the Humanitarian-Development-Peace Nexus. World Vision recommends that social resilience and peacebuilding efforts give preference to harnessing the potential of faith leaders and young people in reducing community tensions. World Vision also recommends the use of flexible funding arrangements, linking risk analysis tools with rapid financing protocols to ensure that once early warning triggers are reached, action can be taken to protect people ahead of impacts.

Beyond resilience support in the Indo-Pacific region, Australia’s efforts should also target countries outside the region where the scale of humanitarian need is greatest and regional stability is at risk. World Vision considers

¹¹ <https://reliefweb.int/sites/reliefweb.int/files/resources/Secretary-General%27s%20Report%20for%20WHS%202016%20%28Advance%20Unedited%20Draft%29.pdf>

¹² http://agendaforhumanity.org/sites/default/files/Australia_commitments_final.pdf

¹³ http://agendaforhumanity.org/sites/default/files/Australia_commitments_final.pdf

¹⁴ <https://legalinstruments.oecd.org/en/instruments/OECD-LEGAL-5019>

¹⁵ https://reliefweb.int/sites/reliefweb.int/files/resources/GHO2021_EN.pdf

¹⁶ <https://digitallibrary.un.org/record/771361?ln=en#record-files-collapse-header>

¹⁷ https://www.worldvision.com.au/docs/default-source/publications/emergency-and-humanitarian-affairs/8825_multi_resilience_policy_final.pdf?sfvrsn=d606d93c_4

there are opportunities for integrated resilience programming in Afghanistan, DR Congo, Ethiopia, Iraq, Lebanon, Mozambique, Somalia, South Sudan, Sudan, and Syria.

PROPOSAL 6

Proposal Title: Economic Inclusion Fund for Regional COVID-19 Recovery

Affected Agency: Department of Foreign Affairs and Trade

Financial Implications:

	2021-22	2022-23	2023-24	2024-25	Total
Cost of proposal (\$m)	20	15	10	5	50
Number of additional staff positions sought (ASL)	0	0	0	0	0

Outline of proposal:

For many countries in the Indo-Pacific, the economic impacts of COVID-19 exceed the health crisis of the pandemic. World Vision data shows that loss of livelihoods is the biggest concern of households in the region. The Lowy Institute is warning that the Pacific faces a potential 'lost decade' owing to the economic devastation caused by the COVID-19 pandemic. The Lowy Institute forecasts that average income per person in the Pacific will not recover to its 2019 level until 2028. World Vision's June 2020 survey of 14,000 households in nine countries across Asia revealed that loss of livelihood was the biggest concern for the rural and urban poor.

The impacts of COVID-19 are not gender-neutral. The pandemic has exposed, and has potential to deepen, structural gender inequalities in economies and societies around the world. Globally, women are disproportionately represented among the extreme poor, and female-headed households are disproportionately represented among the ultra-poor.

The Australian Government has already made large investments to support the region's economic recovery from COVID-19, including the \$304 economic recovery fund commitment in the Partnerships for Recovery strategy. It is recommended that an Economic Inclusion Fund be established to complement these investments and ensure the region's economic recovery is inclusive, pro-poor and that it reduces inequality rather than exacerbating it. This Fund will complement existing commitments which focus on economic stimulus, budget support and market systems development by funding specific programs focused on economically empowering the most marginalised, including the poor, ultra-poor, women and youth, who have been hit hardest by the socio-economic impacts of the pandemic. The Fund, which will include household support for those traditionally excluded from market systems, will enable families to rebuild their livelihoods and help ensure that the regional economic recovery from COVID-19 is inclusive and sustainable.

Strategic Policy Alignment:

World Vision welcomes the focus on economic recovery in Australia's new COVID-19 development policy, *Partnerships for Recovery*. We recommend that this economic recovery be built on inclusive, sustainable growth, including engaging with the informal sector, local businesses, and the most vulnerable households. Only by making markets more inclusive can the region's economy fully recover. Inclusive growth broadens trade opportunities and empowers people to lift themselves out of poverty, as well as avoiding inequalities between groups in a recovery which could contribute to conflict and instability in the region.

This proposal for an Economic Inclusion Fund will contribute to the Government's Pacific Step Up by supporting inclusive economic growth in the region, especially growth that involves and benefits women and those living in poverty. This inclusive approach will help set Australia apart from other bilateral donors in the region and strengthen Pacific relations by building both people-to-people and economic linkages. It will seek to promote synergies with other related Australian investments in the region, including the undersea cable to improve internet connectivity in PNG and the Solomon Islands.

By breaking down barriers to women's economic participation, the program will also promote women's economic empowerment in line with DFAT's *Gender equality and women's empowerment strategy*. The proposal will directly contribute to Australia's Aid for Trade objectives by building the productive capacity of local

communities to engage in and benefit from trade. In fact, the proposal seeks to bring together the Australian Government's market systems development, aid for trade, private sector engagement, impact investment and gender equality programming into a holistic development approach.

Rationale:

An Economic Inclusion Fund would differentiate Australia's approach to regional economic recovery and make the region's recovery more inclusive, sustainable, and resilient. In the absence of a specific focus on economic inclusion, programs tend to focus narrowly on macro market forces alone, looking only at high-level system change. In doing so, these programs can neglect to build the capacity of the marginalised to participate in markets and further stimulate the economic recovery. Inclusive growth enables a broader number of people to earn incomes, which in turn reduces poverty and the risk of conflict and instability.

Our recommendation for an intentionally inclusive approach to the region's economic recovery is grounded in World Vision's experience in supporting inclusive value chains and economic development across more than 38 countries. Recommendations are also based on the two 2019 reviews of the Australian Government's economic development programming, the ANCP Thematic Review; Agriculture and Food Security¹⁸ and MSD Synthesis Review¹⁹. Between the recommendations in those reviews and the DFAT management response there is a strong endorsement of more "focus on small holders...inclusion of the poorest, of women and people with a disability" and "to build stronger structures [for learning and collaboration]," while also investing in the awareness and capacity of stakeholders and implementing organisations to "target systemic change" and "understanding... the challenges of hybridisation."

Now is the time to place added emphasis on inclusive growth to help our neighbours in the Indo-Pacific recover from COVID-19 while reducing poverty. To promote gender equality, inclusive growth and child well-being, priority should be placed on targeted women's economic empowerment programs that respond to the different barriers and opportunities faced by women compared to men.

Implementation:

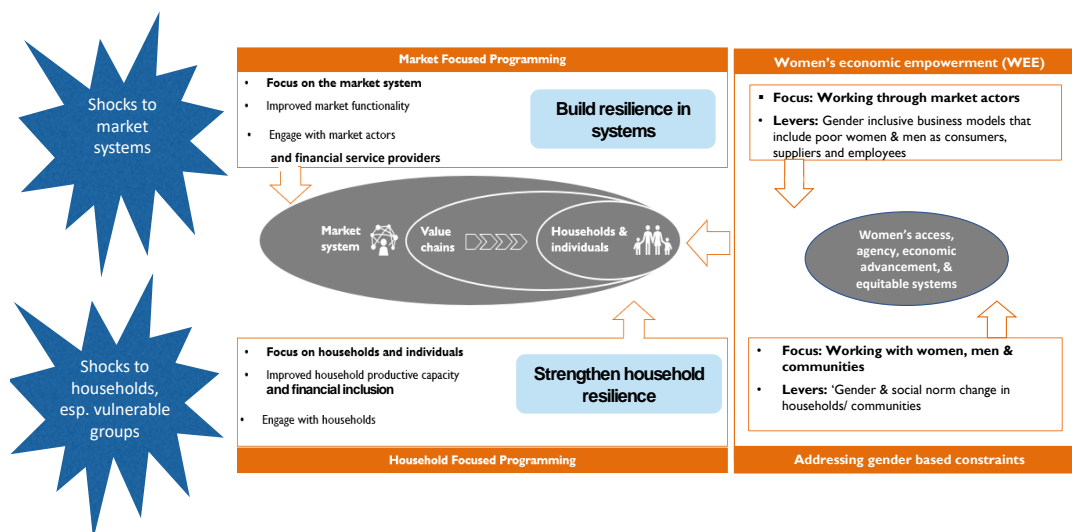
The Fund will support inclusive programs to economic recovery that integrate a combination of household focused strategies (e.g., inclusive business and financial literacy training, information provision) and market focused or systems level strategies (e.g., co-designing a sustainable business model through multi-sector partnerships and advocating for policy/regulation change), based upon the level of market-readiness, vulnerabilities and key barriers of diverse groups living in poverty.

This mix of household and market focused levers, that also integrates women's economic empowerment, is illustrated by the graphic below. It critical to work with market actors to promote gender inclusive business models, which include women as consumers, employers, and producers. However, direct engagement with households and communities can also play a critical role in addressing harmful social and gender norms and relations constraining women from realising their potential. This can draw on the experience of NGOs in gender norm change and behaviour change interventions that have proven results and record of accomplishment in this space.

¹⁸ <https://www.dfat.gov.au/publications/people-people/ancp-thematic-review-agricultural-development-and-food-security>

¹⁹ <https://www.dfat.gov.au/sites/default/files/market-systems-development-synthesis-review-final.pdf>

Figure 1: Mix of ‘push’ and ‘pull’ approaches to be supported by the Economic Inclusion Fund



NGOs are uniquely placed to combine these approaches, with significant access to marginalised communities, a position further reinforced in the recommendations of the aforementioned DFAT reviews. Investing in organisations that can work on inclusive market systems development, as well as leverage other sectoral expertise like gender equality and nutrition sensitive agriculture could hold the key to producing a scalable market engagement programming modality that actively targets inclusion, poverty reduction, gender equality, and child nutrition outcomes.

Value for Money:

The proposed Economic Inclusion Fund would help ensure value for money from the Government’s much larger investments in the Indo-Pacific’s economic recovery. For example, DFAT has a strong focus on food and agricultural market systems. According to the 2019-20 Budget Estimate, DFAT’s assistance for agriculture and food security was \$230.3 million. In addition, the Government has announced a range of economic recovery packages that total more than \$500 million since the pandemic commences. The Economic Inclusion Fund would magnify the impact of these economic recovery investments by ensuring those investments reach and benefit people traditionally excluded from market systems, safeguarding the investment by implementing some of DFAT’s own recommendations. By intentionally making the economic recovery inclusive, we can broaden markets and the consumer base, strengthen economies, and reduce poverty and inequality. By integrating gender, aid for trade, market systems and private sector development, this proposal would support an inclusive economic recovery in the region, enabling people and especially women to rebuild livelihoods in the wake of the pandemic.

PROPOSAL 7**Proposed title:** Regreening to support COVID-19 recovery and sustainable food systems**Affected agency:** Department of Foreign Affairs and Trade**Financial implications:**

	2021-22	2022-23	2023-24	2024-25	2025-26	Total
Cost of proposal (\$m)	23.3	22.3	5.7	5.3	3.4	60
<i>ReGreening 680,000 hectares</i>	<i>17</i>	<i>17</i>	<i>-</i>	<i>-</i>		<i>34</i>
<i>Global Secretariat, ReGreen the Globe Movement</i>	<i>0.8</i>	<i>0.8</i>	<i>0.8</i>	<i>0.8</i>		<i>3.2</i>
<i>National Secretariat, ReGreen the Globe Movement (Ethiopia)</i>	<i>1.5</i>	<i>1.5</i>	<i>1.5</i>	<i>1.5</i>		<i>6</i>
<i>National Secretariat, ReGreen the Globe Movement (Timor-Leste)</i>	<i>2</i>	<i>1.5</i>	<i>1.7</i>	<i>1.5</i>	<i>1.7</i>	<i>8.4</i>
<i>National Secretariat, ReGreen the Globe Movement (Indonesia)</i>	<i>2</i>	<i>1.5</i>	<i>1.7</i>	<i>1.5</i>	<i>1.7</i>	<i>8.4</i>
Number of additional staff positions sought (ASL)	0	0	0	0		0

Outline of proposal:

Through the Australian Aid program, Australia is well placed to be a global leader on landscape restoration approaches that support the COVID-19 economic recovery, mitigate climate change, and build resilience of the world's most vulnerable communities to future shocks.

Landscape restoration programs are proven to increase soil carbon, improve biodiversity, increase land productivity, strengthen food security, and build community resilience, while also helping to mitigate climate change. Regreening just one hectare of land can store 4.4 tonnes of carbon per year. Landscape restoration also reduces local disaster risk, including to drought, flooding, and pest infestation, and can reverse desertification.

Integrating landscape restoration programs with social protection programs can also input critical resources to communities to help buffer the economic impacts of COVID-19, while the medium and long-term outcomes of landscape restoration can help secure and strengthen livelihoods, build resilience to future shocks, and ensure the economic recovery from COVID-19 is inclusive and resilient.

World Vision has been implementing landscape restoration programs for over two decades, and now works in more than 27 countries in Africa and Asia to regenerate degraded landscapes through regreening programs, including its UN SDG and FAO recognised approach of Farmer Managed Natural Regeneration (FMNR).²⁰

²⁰ United Nations, *Farmer Managed Natural Regeneration (FMNR): a technique to effectively combat poverty and hunger through land and vegetation restoration*, available at: <https://sustainabledevelopment.un.org/partnership/?p=30735>

This proposal outlines how Australia can spearhead the *ReGreen the Globe Movement* by supporting the global hub of the Movement and supporting chapters in Ethiopia, Timor Leste, and Indonesia, directly contributing to the regeneration of 680,000 hectares of degraded land across East Africa, South East Asia, and the Pacific. It is estimated that such an investment would sequester up to three million tonnes of carbon per year and approximately 60 million tonnes over a 20-year tree growth period.

An investment in the landscape restoration approaches and the *ReGreen the Globe Movement* would coincide with the Decade of Ecosystem Restoration (2021-2030) which aims to accelerate progress toward the achievement of existing global restoration goals, including the Bonn Challenge target of bring 350 million hectares of the world's deforested and degraded land into restoration by 2030. The *ReGreen the Globe Movement* directly supports this goal, which could generate USD 9 trillion in ecosystem services and take an additional 13-26 gigatons of greenhouse gases out of the atmosphere. World Vision will be an official partner with the UN Decade of Ecosystem Restoration.

Strategic policy alignment:

Australia's initial five-year commitment of \$1 billion in climate financing ended in 2020, so there is an opportunity to make regreening the hallmark of this next phase in Australia's climate financing and international action on climate change.

Investing in large-scale regreening programs that increase soil carbon through Australian Aid would take one of the key low emissions technologies identified in the Technology Roadmap to the international stage. Supporting regreening initiatives at scale as outlined in this proposal would be a tangible and impactful demonstration of Australia's commitment to helping its development partners and neighbours combat climate change.

DFAT's Climate Change Action Strategy includes a commitment to "increase targeted climate change investments to achieve outcomes at scale" and leading the *ReGreen the Globe Movement* and investing in nature-based climate solutions would do just that. It would help realise the objectives of the Action Strategy to support innovative climate solutions and help partner countries adapt to and mitigate climate change.

In addition, the proposed regreening program would support the goals of the Paris Climate Change Agreement and achievement of the Sustainable Development Goals (especially SDG 13 on Climate Action and SDG 15 Life on Land).

Rationale:

Deforestation and land degradation are significant drivers of climate change owing to related losses in above and below ground woody biomass and organic matter which play a vital role in carbon sequestration and storage.²¹ Between 1990 and 2015, it is estimated that the world's forest area decreased from 31.6% to 30.6%, representing a net loss of 129 million hectares.²² Unsustainable land and natural resource use practices also contribute to land degradation. In 2011, it was estimated that 25% of all land worldwide was highly degraded and 36% was slightly or moderately degraded.²³

The combined impacts of climate change, deforestation and land degradation on natural systems have contributed to a disruption of vital ecosystem functions and services globally. This disruption of essential ecosystems has produced numerous negative flow-on effects that significantly threaten human survival and

²¹ Food and Agriculture Organization of the United Nations (FAO). The State of Food and Agriculture: Climate Change, Agriculture and Food Security. ISSN 0081-4539. Rome: FAO; 2016b. Available from <http://www.fao.org/3/a-i6030e.pdf>

²² Food and Agriculture Organization of the United Nations (FAO). 2018 State of the World's Forests: Forest Pathways to Sustainable Development. ISBN 978-92-5-130561-4. Rome: FAO; 2018. Available from <http://www.fao.org/3/I9535EN/i9535en.pdf>

²³ *ibid.*

prosperity.²⁴ If not urgently addressed, global land degradation and associated decreases in land productivity are projected to contribute to a global food security crisis.²⁵

Restoring degraded landscapes to regain their ecological functionality has been identified as an “unparalleled opportunity” and “proven measure” for fighting the climate crisis and ensuring food security, water supply and biodiversity. The restoration of 350 million hectares of degraded land is estimated to generate US\$9 trillion in ecosystem services and take an additional 13-26 gigatons of GHGs out of the atmosphere between now and 2030.²⁶ Nature-based solutions therefore offer significant untapped potential to regenerate degraded landscapes, restore ecosystems and biodiversity, and support climate change mitigation and adaptation by capitalising on the regenerative potential of the vast underground forests found globally.

Farmer Managed Natural Regeneration (FMNR) is an evidence-based, low-cost, and replicable community-led approach to restoring land through the systematic regrowth and management of trees and shrubs from felled stumps, sprouting root systems or seeds. The FMNR approach integrates nine core components which include a mix of technical and socio-political practices and approaches which are applied to varying degrees depending on the context. When applied to forest landscapes, the practice of FMNR’s core components can be defined as community forest management, while the practice of FMNR’s core components on agricultural landscapes can be defined as agroforestry. FMNR has been recognised by the UN as contributing to 12 of 17 Sustainable Development Goals²⁷.

Implementation:

Over the past two decades, World Vision has scaled-up FMNR across our field programming in over 26 countries across Africa and Asia. Despite the success of these programs, we recognise that if the climate crisis is to be averted within the critical window of opportunity remaining, a more innovative and catalytic approach to scaling FMNR globally is required.

To accelerate action, World Vision has recently launched the *ReGreen the Globe Movement*. Modelled of the *Scaling Up Nutrition Movement (SUN)*, *ReGreen the Globe* is a global Movement dedicated to inspiring, uniting, and empowering diverse stakeholders to address the interrelated global environmental challenges of landscape degradation, ecosystem collapse, biodiversity loss, and climate change by supporting and enabling the scale-up of FMNR in member countries. The Movement is seeking to urgently catalyse action towards the Bonn Challenge’s goal of bringing 350 million hectares of the world’s deforested and degraded land into restoration by 2030.

The Movement is designed to facilitate diverse stakeholders to work together to maximise their collective impact in urgently supporting FMNR as a priority landscape restoration solution.

This proposal is seeking \$60m in seed funding to catalyse the scale up of this collective approach in Ethiopia and support the establishment of *ReGreen the Globe* chapters in Indonesia and Timor-Leste. This seed funding would help power the Movement, supporting cross-sector engagement, provision of contextually relevant training, and enabling responsive monitoring and evaluation of the project.

²⁴ Millennium Ecosystems Assessment. *Living Beyond Our Means: Natural Assets and Human Well-Being*. Washington D.C, United States of America: Island Press; 2005. Available from http://www.millenniumassessment.org/documents/document_429.aspx.pdf

²⁵ United Nations, Department of Economic and Social Affairs, Population Division. *World Population Prospects: The 2017 Revision, Key Findings and Advance Tables*. ESA/P/WP/248. New York: United Nations, Department of Economic and Social Affairs, Population Division; 2017. Available from https://population.un.org/wpp/Publications/Files/WPP2017_KeyFindings.pdf

²⁶ United Nations Environment Programme. *New UN Decade on Ecosystem Restoration offers unparalleled opportunity for job creation, food security and addressing climate change*. Retrieved from <https://www.unenvironment.org/news-and-stories/press-release/new-un-decade-ecosystem-restoration-offers-unparalleled-opportunity>

²⁷ UN Sustainable Development Goals Partnership Platform, <https://sustainabledevelopment.un.org/partnership/?p=30735>, accessed 9 Dec 2020

Value for Money:

The international community urgently needs low-cost, high impact initiatives to sequester carbon and tackle climate change. While the carbon sequestration potential of FMNR can vary depending on climactic factors (including temperature and rainfall), tree species, tree density, and soil type; it is estimated that FMNR applied on forest landscapes can sequester between 6 and 20 tCO₂ per hectare per year²⁸, while FMNR applied on agricultural landscapes can sequester between 1 and 2 tCO₂ per hectare per year.²⁹ Supporting FMNR is also proven to support a wider range of social and economic community benefits.

This proposal offers the Australian Government the opportunity to invest in an innovative, replicable, and value-for-money approach to catalysing the global scale-up of FMNR, a low-cost and evidence-based nature-based solution to rapidly restoring degraded landscapes and ecosystems. Such an investment would place the Australian Government at the forefront of this global Movement and provides a tangible means of demonstrating the Australian Government's commitment to direct and practical climate action.

²⁸ Drylands will sequester CO₂ at rates closer to the lower end of the range, while tropical wet forests will sequester CO₂ at rates closer to the higher end of the range.

²⁹ These estimates only cover above and below ground carbon pools. Soil and leaf litter pools are excluded which are estimated to contribute an additional 0.5 to 2 tCO₂ per hectare per year (depending on factors including soil type and tree density).

PROPOSAL 8

Proposal Title: First Nations Cultural Residents Program for Primary Schools

Affected Agency: Department of Education, Skills and Employment

Financial Implications:

	2021-22	2022-23	2023-24	2024-25	Total
Cost of proposal (\$m)	48.7	48.7	48.7	48.7	194.8
Number of additional staff positions sought (ASL)	5	5	5	5	5

Outline of proposal:

First Nations Cultural Residents are not new roles in the education system. Similar roles exist in some form across schools and regions but are typically stretched and concentrated where there is a substantial First Nations student cohort. Therefore, this would not need a new workforce - to be systemic in all schools across Australia it would merely build on the existing network of cultural educators. The way they operate in schools is diverse and these differences reflect varying local community priorities and the differing impacts of colonisation on First Nations communities.³⁰

Every Australian State and Territory also has a different approach to delivering school curriculum which can vary at the school and even the classroom level. Some jurisdictions more actively created an Aboriginal workforce, which enabled authentic delivery of First Nations knowledge and perspectives. For example, the Northern Territory has a comprehensive Aboriginal workforce, the positions having a major focus on language and two-ways learning. In some communities, funding for a Cultural Resident could help support existing language revitalisation programs which require the employment of local community language tutors. There may also be some capacity requirements within local areas to identify and employ a local Aboriginal Cultural Resident due to historical impacts of colonisation and the need to repatriate much of the local traditional knowledges and languages.³¹

When traditional knowledges and values are taught in schools, they are often delivered by non-Indigenous teachers with limited capability.³² World Vision Australia recommends every school have a Cultural Resident who is a local First Nations community member employed as a core staff member to develop the cultural capability of students, teachers, and the education system. This would make schools more culturally safe for First Nations students while increasing awareness for all students of the rich culture and history of First Nations communities. In turn, this would help reduce discrimination against Aboriginal and Torres Strait Islanders and improve the skills and confidence of non-Indigenous teachers to teach First Nations content.³³

Aboriginal Education Assistants or similar roles have existed in schools since the 1950s thanks to the strong advocacy of First Nations people and organisations. These roles, however, are primarily focused on education

³⁰ Wilkinson EL. More than the power of two: leading school improvement in Indigenous education: James Cook University; 2019

³¹ Price A, Jackson-Barrett E, Gower G, Herrington J. Understanding the complex work of aboriginal education workers in schools. *The Australian Journal of Indigenous Education*. 2019;48(1):93-105.

³² Harvey A, Russell-Mundine G. Decolonising the curriculum: using graduate qualities to embed Indigenous knowledges at the academic cultural interface. *Teaching in Higher Education*. 2019;24(6):789-808.

³³ Burgess C, Bishop M, Lowe K. Decolonising Indigenous education: the case for cultural mentoring in supporting Indigenous knowledge reproduction. *Discourse: Studies in the Cultural Politics of Education*. 2020:1-14.

support, pastoral care, discipline and enabling engagement for First Nations students. Aboriginal Education Assistants' role does not typically include delivering cultural education, although some do, at rates of pay that do not recognise their skilled knowledge in this area.

It is unclear how many Aboriginal education workers are employed in Australia whose duties may be similar to the "Cultural Residents" role being envisioned by this initiative. It was estimated in 2007 there were about 2500 working in various capacities and descriptions. It can be assumed the number of these roles has increased.³⁴ Research in 2019 investigated the impact of Aboriginal Cultural Residents on schools' cultural capability across several measures. It found schools with Aboriginal Cultural Residents had much higher levels of participation in a range of areas such as recognising significant days and events, being more involved with local First Nations communities and teaching First Nations content and language.³⁵

The proposed role of a First Nations cultural resident should not be optional or tangential - they should be part of the core teaching and decision-making staff at each school. This gives the teaching of First Nations culture and knowledge the deserved attention and signals a shift of schools' priority to become more culturally safe and inclusive. The local First Nations community should be strongly engaged in the recruitment of these roles to ensure cultural integrity and importantly the ongoing engagement and support of the local community. The roles should also be responsive and flexible in the shape of the role depending on the cultural competency of the school staff as well as the capacity and priorities of the community A First Nations education coordinator would:

1. Support teachers to embed First Nations knowledges and perspectives across the curriculum,
2. Support schools and students to build authentic and meaningful relationships with their local First Nations communities,
3. Support student and staff learning and development, including coordinating community-based and on-Country learning experiences, cultural awareness and capability training for students and school staff, and
4. Support implementation of existing school strategies e.g., Reconciliation Action Plans.

Western knowledge is categorised into disciplines such as history, geography arts, science, and language, which inform the Key Learning Areas (KLAs) that drive the school curriculum. These have long been considered core learning requirements for students, often delivered by teachers with expertise in the respective subject field. We must now value the knowledge, culture, and practices of the First Peoples of Australia to be core education for all students and for it be taught by people with subject matter expertise and personal experience.³⁶

Strategic Policy Alignment:

In December 2019, all Australian Education Ministers in Alice Springs which resulted in the Mparntwe Education Declaration. Importantly, in the preamble they stated "We recognise the more than 60,000 years of continual connection by Aboriginal and Torres Strait Islander peoples as a key part of the nation's history, present and future. Through education, we are committed to ensuring that all students learn about the diversity of Aboriginal and Torres Strait Islander cultures, and to seeing all young Aboriginal and Torres Strait Islander peoples thrive in their education and all facets of life."

ACARA recognises "the significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past" and says this should be acknowledged locally, nationally, and globally. Aboriginal cultural educators could be a key and direct mechanism to achieve this. The call for local cultural educators also aligns with ACARA's recognition that that Aboriginal and Torres Strait Islander societies "encompass a diversity of nations across Australia," because the cultural educator would be local themselves. ACARA states "that the

³⁴ Peacock H, Prehn J. The importance of Aboriginal Education Workers for decolonising and promoting culture in primary schools: an analysis of the longitudinal study of Indigenous children (LSIC). *The Australian Journal of Indigenous Education*. 2019:1-7.

³⁵ Winch SF. The impact of school engagement on educational outcomes for Victorian aboriginal primary school children 2016.

³⁶ MacGill B. Aboriginal community education officers' fight for agency and equality: A historical overview. *Australian Aboriginal Studies*. 2017(2):56

Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority is designed for all students to engage in reconciliation, respect and recognition of the world's oldest continuous living cultures.”

Key findings from the 2018–19 monitoring of the Australian Curriculum:

There is wide support for maintaining and strengthening the focus on the Aboriginal and Torres Strait Islander Histories and Cultures priority by:

- developing new content elaborations in other learning areas,
- providing greater teacher support through materials,
- access to culturally appropriate resources, and
- assistance with strategies to engage with local communities.

<https://www.acara.edu.au/curriculum/monitoring-reports>

The Australian Institute for Teaching Standards and Leadership have two teaching standards which all graduate teachers must demonstrate which cover understanding First Nations students and having knowledge of First Nations history, culture, and perspectives to promote reconciliation.

Standard 1: Know students and how they learn

1.4: Strategies for teaching Aboriginal and Torres Strait Islander students. On successful completion of their initial teacher education, Graduate teachers are required to “Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.”

Standard 2: Know the content and how to teach it

2.4: Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians. On successful completion of their initial teacher education, Graduate teachers are required to “Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.”

In 2009 Australia became a signatory of the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP). Under the Declaration, Australia has made several commitments and acknowledgements including enabling First Nations people to negotiate self-determination, native title, and treaties. WVA recommends that the Australian Government consider these specific articles under the UNDRIP in relation to education.

Under Article 14:

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning
2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination
3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

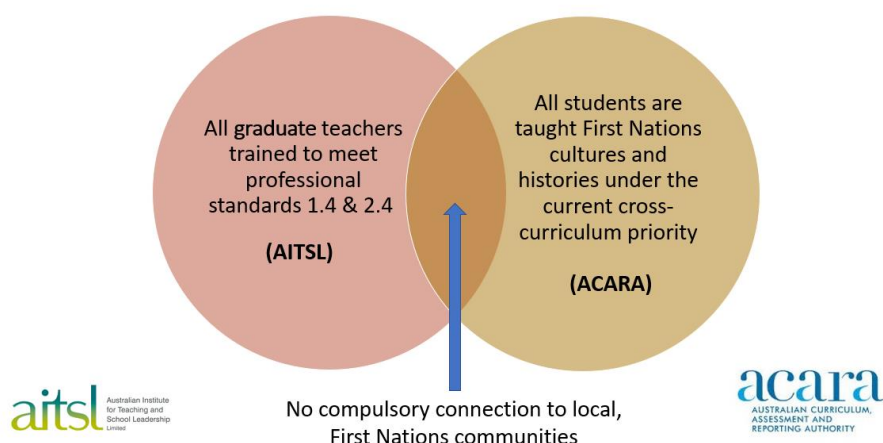
WHERE WE ARE NOW

Figure 1: Current Systems Framework for Education about Aboriginal peoples' cultures, histories, and perspectives.

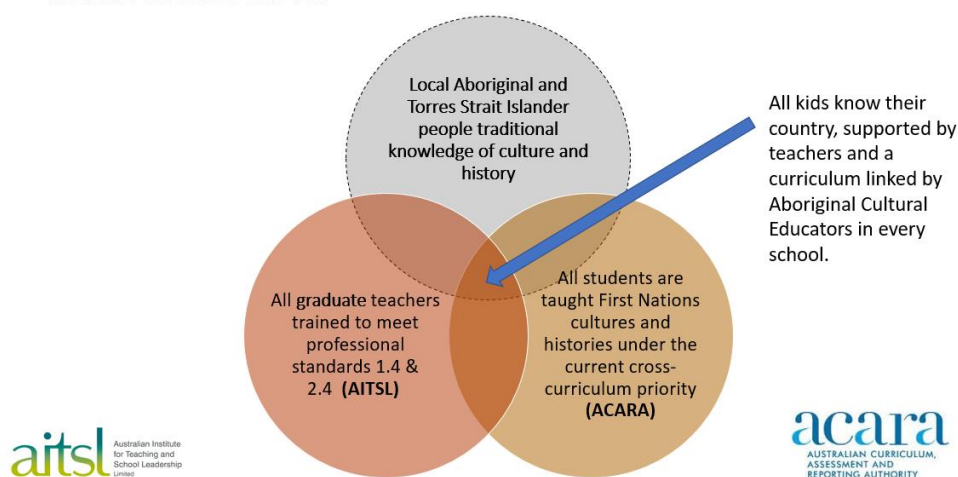
WHERE WE SHOULD BE

Figure 2: Proposed Future Systems Framework for Education about Aboriginal peoples' cultures, histories, and perspectives.

Rationale:

The rationale for a First Nations Cultural Resident in every school is founded on many imperatives. World Vision has conducted a 2020 survey investigating the education experiences of Australians in relation to First Nations content. The World Vision Australia survey found:

- 68% of Australians wished they had received a better First Nations education,
- 48% of Australians said they were taught 'nothing or very little' about the impacts of colonisation, including conflicts and massacres on Australia's First Nations people,
- 55% of Australians said they were taught 'nothing or very little' about the Traditional Custodians of the land which their school was located, and
- All age groups believed First Nations culture and history should be part of the curriculum. The majority of young respondents (aged 18-29) believed their education about Aboriginal and Torres Strait Islander people, cultures and histories could have been improved by involving

Traditional Custodians (62%) over other options such as embedding into curriculum (48%), better equipping teachers (51%) and having First Nations-created resources (45%).

Furthermore, other recent research has found that approximately 75% of Australians had a tacit implicit bias against First Nations people, which can lead racism. A 2017 survey conducted in Victoria and NSW by Speak Out Against Racism (SOAR), found 20% of First Nations students experienced racism from teachers. We also know that systemic racism is a major factor in the disadvantage of First Nations people and has a major impact on their health and wellbeing. The education system is a crucial vehicle for driving important social change.

There have been significant improvements in teaching First Nations history and society, through embedding First Nations content across the curriculum particularly in Society and Culture and Science, Technology and Maths (STEM subjects). Excellent resources have been developed to support teachers. But there is still much work needed to decolonise the Australian school curriculum.³⁷ Much of the content still has a Eurocentric perspective. The teaching of First Nations history commonly focuses on “deficit,” teaching about the social challenges of contemporary First Nations experiences and little of the rich cultural history of First Nations communities.³⁸ The hidden curriculum refers to the underlying transmission of norms, values, and beliefs in the classroom. Within the Australian education system western and colonising values dominate the curriculum. This hidden curriculum has a profound effect on First Nations students and their engagement in the school setting by perpetuating colonisation and a deficit perspective and shaping an Australian narrative which contributes to systemic racism.³⁹

World Vision has co-designed its education programs with First Nations communities for several decades. In this time, there were strong calls from the communities for “both-ways” education. Remote communities want their children to succeed within their own communities and cultures, but also to succeed in mainstream Australia. Many are desperate to have bilingual programs implemented as a basic right. They want children entering school taught in their community languages so they can develop the competencies needed to learn in the school environment before they must learn in English. These communities could utilise the Cultural Resident roles to strengthen their both-ways or language education initiatives through secure and ongoing funding for these roles.

Learning on Country should be acknowledged as a best-practice pedagogical model for First Nations students. The embedding of traditional ways of epistemology (being), ontology (doing) and axiology (knowing) should be considered when attempting to deliver western pedagogies to students. For example, the Montessori model of education has been delivered as an alternative method of providing education which is much more aligned with traditional First Nations education.⁴⁰

The ACARA curriculum framework includes recommendations on how First Nations history and culture could be taught in schools. However, these are not implemented consistently or within a quality framework. Some schools employ cultural residents from the local community where there are typically higher First Nations student numbers while other schools have little content at all. A consistent, national approach is required.⁴¹

The education of non-Indigenous teaching staff must go far beyond cultural awareness training. Cultural immersion programs are good examples - they build on cultural awareness, encourage cultural capability, and

³⁷ Lowe K, Cairncross J. Authentic engagement with Aboriginal and Torres Strait Islander content in the P-6 Australian Curriculum. *Making humanities and social sciences come alive: early years and primary education*: Cambridge University Press (CUP); 2019. p. 307-26.

³⁸ Guenther J, Harrison N, Burgess C. Aboriginal voices: Systematic reviews of indigenous education. *The Australian Educational Researcher*. 2019;46(2):207-11.

³⁹ Rahman K. Belonging and learning to belong in school: the implications of the hidden curriculum for indigenous students. *Discourse: Studies in the Cultural Politics of Education*. 2013;34(5):660-72.

⁴⁰ Muller S. Two ways: bringing indigenous and nonindigenous knowledges together. *Country, native title and ecology*. 2012:59-79.

⁴¹ Lowe K, Galstaun V. Ethical challenges: the possibility of authentic teaching encounters with indigenous cross-curriculum content? *Curriculum Perspectives*. 2020;40:93-8.

then expose staff to real-world experiences and connections with First Nations people and communities. Learning on Country should be undertaken to build stronger understandings of, and connections to, Aboriginal ways of being, doing and knowing. Having school personnel who are educated in bicultural teaching and learning is essential if educational gains are to be made.⁴²

Extensive consultation and a review of the literature have revealed a universal need to build teacher capability in First Nations knowledges and perspectives to embed it effectively and authentically across the curriculum. Many teachers have gone to great lengths to build their capabilities to actively deliver First Nations content in their classrooms. Many teachers genuinely want to deliver the mandated curriculum content, but they often lack the knowledge, skills, and confidence to embed it into their teaching. And there is a portion of teachers who do not see First Nations content as relevant in their classrooms - unfortunately, harbouring racial bias that precludes them from respectfully engaging in First Nation's curriculum. Principals, supported by education departments, should develop strategies to educate this cohort.⁴³ Colleagues holding discriminatory/racial biases should not compromise First Nations Cultural Residents' effectiveness and cultural safety.

Universities have significantly improved the training of student-teachers in First Nations culture, history, and perspectives. While it is only an elective in many Australian teaching degrees, NSW made it compulsory in all its universities in 2020, ensuring a comprehensive base-level cultural capability for all new graduate teachers. This must be made mandatory in every Australian university offering a degree in education - and should be just the start of building teachers' cultural proficiency. Teachers should be supported to ensure their cultural proficiency is developed at a local community and country level.⁴⁴ AITSL has provided leadership, identifying the challenges of teaching First Nations cultural competency. It is active in creating a culturally competent teaching workforce within Australian schools.⁴⁵ However, addressing AITSL teaching standards is only required one year out from graduation for teaching accreditation and then when seeking career progression which is normally many years apart. Annual Professional Development requirements provide an opportunity for teachers to upskill in a range of areas, but very few teachers opt for professional development in First Nations content.

Most new teachers are now equipped with knowledge, skills, and attitude to embed First Nations content across the curriculum. But often new teachers initially encounter challenging power dynamics in schools, feeling disempowered or challenged about making change.⁴⁶ Some teachers want to teach First Nations content, but refrain because they either feel their efforts are tokenistic, they feel ill-equipped, or they worry about doing a "bad job." Unfortunately, at the other end of cultural capability, some teachers do not prioritise teaching First Nations perspectives because it does not align with their world view or priorities.

Everyone has biases and at differing levels. Problems arise when these biases are enacted through racial discrimination. Racism can be direct and overt, or it can be subtle, through unconscious racial bias and prejudice. Many Australians have an unconscious bias against First Nations people, such as negative attitudes and assumptions.⁴⁷ Knowledge and understanding are key to addressing ignorance and the racial biases that can arise from it. Aboriginal Cultural Residents would have a key role to play in increasing cultural awareness and

⁴² Lowe K, Bub-Connor H, editors. Teaching at the cultural interface: Establishing a responsive classroom through the authentic engagement of a teacher, Aboriginal students and parents. Joint AARE-NZARE 2014 Conference; 2014: Australian Association for Research in Education.

⁴³ Davies J, Halsey J. Principals as protagonists: Practices beneficent for indigenous education in rural schools. *Australian and International Journal of Rural Education*. 2019;29(1):101.

⁴⁴ Lowe K. Walanbaa warramildanha: The impact of authentic Aboriginal community and school engagement on teachers' professional knowledge. *The Australian Educational Researcher*. 2017;44(1):35-54.

⁴⁵ Anderson PJ, Atkinson B. Closing the gap: Using graduate attributes to improve Indigenous education. *International Education Journal: Comparative Perspectives*. 2013;12(1):135-45.

Rom M. Teaching Indigenous Australian Studies in Contemporary Settings: Are Pre-service Teachers Prepared? : Griffith University; 2017.

⁴⁶ Buckskin P, Price K. Engaging Indigenous students: The important relationship between Aboriginal and Torres Strait Islander students and their teachers. *Big fish, little fish: Teaching and learning in the middle years*. 2015:155-8.

⁴⁷ Shirodkar S. Three-quarters of Australians biased against Indigenous Australians, study finds 2020. Available from: <https://www.theguardian.com/australia-news/2020/jun/09/three-quarters-of-australians-biased-against-indigenous-australians-study-finds>.

understanding. They would address these biases and support teachers to feel more confident and be better skilled at teaching the curriculum in a culturally safe way.

A Reconciliation Australia study found 60% of Australians claimed to have never met a First Nations person. Many of those who said they had met a First Nations person described it as fleeting contact, often at a cultural event.⁴⁸ Normalising contact with First Nations people and developing interpersonal relationships is important in tackling preconceptions and misunderstandings. Frequent, illuminating, and positive engagement with First Nations people through a First Nations cultural resident can provide the relationships throughout the important developmental phases of childhood.⁴⁹

The “Black Lives Matter” movement has once again shone a bright light on systemic racism. This permeates every part of society, marginalising people of colour from equity and justice and many of the most basic human rights. All Australian students should receive a comprehensive First Nations education to have a deeper understanding of our past and how that has impacted on First Nations people and communities. The education system plays a critical role in shaping future leaders, policymakers, and citizens of this country. It is important they are equipped with the right knowledge and awareness to contribute to a culturally safe, cohesive, and enlightened society.

Implementation:

Self-determination describes the right of First Nations people and communities to have choice and control over their social, cultural, and economic needs. This includes the right to have self-determination in elements of the education system to ensure First Nations culture and perspectives are reflected. Having a Cultural Resident in every primary school is an opportunity to increase self-determination in the education system through local communities being involved in the selection of the roles and providing ongoing guidance and support on the content being developed and delivered within schools. There are already community governance structures in some jurisdictions through Aboriginal education advisory groups where this guidance can be provided. These roles may also facilitate similar community governance structures across all parts of the country.

It is critical that the education workforce understand that all First Nations staff are likely to experience some level of cultural load which they take into the workplace. To provide a culturally safe and nurturing workplace, it is essential that dedicated support networks be established for Aboriginal Cultural Residents. Regional networks would be needed so staff can meet regularly to provide peer-to-peer and cultural support, professional development and other peer, cultural and professional support, and conferences. There should also be support for these roles to be highly engaged in the community as a means of bringing local community direction into the schools and providing cultural support and mentorship for the First Nations Cultural Residents. Regional First Nations coordinators would be a vital role to provide ongoing support and guidance for these First Nations Cultural Residents to provide ongoing support for professional development, advocacy when required and resource coordination. The roles of existing peak Aboriginal Education Advisory Groups will provide important cultural governance, strategic direction, and support for First Nations Cultural Residents.

Schools must be prepared for the cultural resident’s roles and ensure the environment in which they work is safe. All staff should receive cultural awareness training as a minimum requirement before the roles commence. It is also paramount that school Principals are prepared for these roles as their leadership and influence within the schools can ensure the cultural resident feels welcome and safe. It is of critical importance that First Nations education and competency is understood as everyone’s business and that these roles are not intended to take on all responsibilities but instead to guide and coordinate the delivery of First Nations content across schools. All teachers have a role to play in teaching First Nations content and the full load should not be placed on the

⁴⁸ Pearson L. 6 in 10 white Australians claim they have never met an Indigenous person... But so what?2016. Available from: <https://www.sbs.com.au/nitv/article/2016/11/29/6-10-white-australians-claim-they-have-never-met-indigenous-person-so-what>.

⁴⁹ Burgess C. Beyond cultural competence: Transforming teacher professional learning through Aboriginal community-controlled cultural immersion. *Critical studies in Education*. 2019;60(4):477-95.

cultural resident alone. Likewise, Principals and senior school staff should provide guidance and leadership to ensure schools are culturally nourishing.⁵⁰

There are excellent examples of how this can be done well such as in Victoria under the leadership of VAEAI, the Cultural Understanding and Safety Training (CUST) where the participants' own cultural standpoint is examined and how that impacts on their biases and behaviours. This model of training should also be done in addition to schools being self-reflective in their cultural capability through quality assurance frameworks to understand a school's position and where it can improve to become more culturally safe.⁵¹ This would require a national framework which is applied in schools on an ongoing basis to achieve continual quality improvement. Schools should therefore have First Nations strategies built into their annual performance planning and teachers should also reflect these in their annual performance appraisal.

The education journey of Aboriginal Cultural Residents would typically be through traditional knowledge systems such as through elders, lore, ceremony as well as learning on, connecting with and caring for Country. The time and dedication to these knowledge systems should not be undervalued and should align with the qualifications of teachers. It is anticipated most Aboriginal Cultural Residents would not have tertiary education qualifications, so it should be recognised they may need training and development to effectively operate in their roles. This could include Vocational Education and Training (VET) designed and flexibly delivered as a teacher accreditation standard and pathways into a teaching degree.⁵²

There are examples of vocational pathways which have been established for Aboriginal workforce within the school. Curtin University has a pathway for cultural educators in the Western Australian Education System who undertake vocational studies and then can enter a teaching degree. Likewise, the Australian Literacy Foundation has language courses which are applied in the teaching environment which has also been used as recognition of prior learning for entry into teaching degrees. Similar education pathways have been established in North Queensland for First Nations Cultural Educators. These career pathways are of high importance for developing a quality workforce and for enabling an opportunity career progression in teaching for First Nation people.

Value for Money:

Having a First Nations cultural resident in every primary school would be a significant reform, but it is realistic. There are currently 2.3 million students enrolled in primary schools across Australia. Following the model recommended by UNSW of 1 FTE per 500 students, this would mean that 4,260 First Nations cultural residents are required to reach these students with the rich knowledge of First Nations history and culture. The UNSW Cultural Residents program works on an approximate ratio of 1 FTE per 500 student contacts per week. At \$100,000 per roles to include salary and on costs, this would mean a total cost of \$42,600,000. This is based on 4 x 1-hour classes per day which consist of 25 students per class. The rest of the school day would be taken up by supporting the professional development of the cultural resident and by contributing to cross curriculum priorities. Community engagement is of high importance as well as administration required for the role. Timetabling of these classes would ensure First Nations Cultural Residents are undertaking the roles intended for these positions and not being given menial tasks or providing First Nations pastoral care. There would also be a requirement for regional coordinators to support these roles across the nation. There are 51 education regions across Australian states, territories, and Torres Strait Islands. This would be 51 roles across the country for every region. At \$120,000 per year for salary and on-costs, this would mean a total cost of \$6,120,000 for these roles. Therefore, the total budget cost for the Cultural Residents and Regional Coordinators for every primary school across the country would be \$48,720,000.

⁵⁰ Lowe K, Skrebneva I, Burgess C, Harrison N, Vass G. Towards an Australian model of culturally nourishing schooling. *Journal of Curriculum Studies*. 2020:1-15.

⁵¹ Deotto J, Atkinson G. Ensuring real progress for all Aboriginal and Torres Strait Islander children. *Every Child*. 2018;24(4):20.

⁵² Andersen C, O'Dowd M, Gower L. Aboriginal education workers in Tasmania becoming teachers. 2015.