

SCHEDULE TO THE NAURU - AUSTRALIA PARTNERSHIP FOR DEVELOPMENT

Partnership Priority Outcome 2: Improved Education

Implementation Strategy

PARTNERSHIP FOR DEVELOPMENT

BETWEEN

THE GOVERNMENT OF NAURU

AND

THE GOVERNMENT OF AUSTRALIA

The Nauru - Australia Partnership for Development was formalised by President Marcus Stephen and Prime Minister Kevin Rudd during the Pacific Forum Leaders' Meeting held in Cairns in August 2009. The Partnership for Development Initiative, a series of Partnerships between Australia and PNG and other Pacific Island Nations, including Nauru, represents a new era of development co-operation between parties. The initiative provides the guiding and practical framework for the Implementation of the Port Moresby Declaration that the Australian Government announced on 6 March 2008.

The Nauru - Australia Partnership for Development is founded on the principles of mutual understanding, mutual respect and mutual responsibility for improved development outcomes. The Partnership reflects the shared vision of the two governments to work together to meet the common challenges and to improve the quality of life of all Nauruans. Specifically, the Partnership seeks more rapid progress towards poverty reduction and the other Millennium Development Goals by 2015. To this end, the Nauru - Australia Partnership has identified an initial five priority outcomes that will help improve living standards in Nauru. This Schedule sets out Priority Outcome 2: Improved Education.¹

¹ The other Priority Outcomes are: 1) More Efficient and Accountable Public Sector Management; 3) A Cost-Effective Health System which Delivers Improved Health Outcomes; 4) Reliable and Cost Effective Provision of Essential Infrastructure and Services; 5) Increased Private Sector Growth

PRIORITY OUTCOME 2: IMPROVED EDUCATION

1. Aim of the Partnership

The Governments of Nauru and Australia have agreed to pursue significant measurable progress towards the Improvement of Education in Nauru by 2015.

The Partnership will support and strengthen Nauru's implementation of its new policy framework, set out in *Footpath II* (the education sector's Strategic Plan 2008-13), toward the target results of:

- Increased number of teaching staff meet regional resourcing and student teacher ratio norms;
- Increased net enrolment rate for primary and secondary students;
- Increased number of primary and secondary students meeting literacy and numeracy benchmarks;
- Increased number of students graduating from regionally recognised tertiary, and technical and vocational training courses.

The Partnership will assist the GoN to develop, establish and maintain an education system that provides full enrolment in and completion of basic education. It will also assist the GoN to increase the number of Nauru's population gaining locally, regionally and internationally recognized professional, technical and vocational skills in areas of industry, commercial and public sector demand both locally and abroad.

To further support the Partnership it is suggested that there be annual bilateral Partnership Talks. This will provide the opportunity for amendments and relevant changes to programming as agreed to by both parties.

2. Context

The link between education and improved development outcomes is well-documented and improved education is key to Nauru's achieving the Millennium Development Goals (MDGs)² by 2015, including MDG3 - achieving universal primary education. Nauru's education policy framework is set out in *Footpath II*, which identifies a range of necessary reforms that will be needed to revitalise the sector to meet MDG targets, as well as the aspirations set out in Nauru's *National Sustainable Development Strategy 2005-2025* (NSDS).

Roughly 17% of Nauru's GNP is directed to education, with about 60% of the education budget finances directed to teacher salaries. The per student budget allocation is approximately \$1,500, compared with the OECD average of \$8,000 per student.

Currently 81% of students complete school to Year 6. Grade 6 Literacy levels are relatively strong, with 72% of tested students achieving the minimum expected score (based on current PM Benchmarking Kit [Australia])³. However, Grade 6 Numeracy rates are poor, with only 10% achieving the minimum expected score⁴.

² According to AusAID's 2009 report 'Tracking Development and Governance in the Pacific', Nauru is off-track in pursuing MDG 3.

³ Aus standard based on current Australian benchmarking tool – achieving minimum score of 20/30

⁴ Aus standard based on current Australian benchmarking tool – achieving minimum score of 60/108

Low retention rates at the secondary level (25%) and high levels of truancy (34%) result in a Year 12 enrolment rate of 32%. Only four out of 35 secondary level teachers have a degree and 32% of all teachers have no tertiary level or teaching qualifications.

Poor levels of literacy and numeracy are common among 16 – 25 year olds, particularly as their school years coincided with Nauru's economic decline. This "lost generation" comprising a high number of disillusioned and unemployed youth provides GoN a substantial challenge, given the lack of ready opportunities for young people in Nauru. Disabled children have until recently been largely absent from Nauru's schooling system.

Limited capacity and the need for succession planning are significant challenges for DET. Schools lack financial management and accountability skills. There is no evidence of annual school business plans or reports being prepared, nor is there understanding of their role in helping DET to more effectively monitor schools. There is currently no coordination of financial management across government agencies, with finance officers largely left to manage their department's budget.

A series of sector development approaches have been put in place, or are planned:

- A secondary level technical and vocational education and training pathway has been introduced, with a focus on practical learning. In the first year of delivery (2010), 88 students enrolled in the TVET pathway
 - To ensure that enrolment growth can be sustained it will be important to ensure that courses are accredited and recognised beyond Nauru's borders
- The Department of Education and Training (DET) has established a teacher upgrading programme. There is strong uptake, with 70% of Nauruan teachers (122 out of 168) participating
 - In 2011, DET will identify suitable secondary level candidates for diploma and degree studies
- DET plans a series of "back to school" initiatives, with a focus on the Learning Village" campus
- Targeted learning support strategies are planned for 2011. These include: scheduled study support sessions for students; and appointment from within the current staff of a learning support teacher at NSS
- Provision of targeted services for disabled children is a high priority in the Nauru National Sustainable Development Strategy 2005 – 2015 (also a Partnership indicator), as well as being a focus area within Nauru's education sector strategic plan. In 2011, the emphasis is on providing teachers and adequate facilities and resources at the Able/Disabled Centre. NSS has disabled access, allowing for a move to inclusive education in the longer term
 - Current staff at the Able/Disabled Centre do not have specialised training. The provision of a trained special needs teacher to work with teachers at Able/Disabled Centre will see a customised curriculum developed along with targeted training for staff in pedagogical approaches for working with students with special needs and disabilities
- In terms of financial systems, the planned Department of Finance (DoF) implementation of a new finance system, along with the development of new budget codes and processing procedures within DET, will see enhanced financial reporting and tracking of expenditure against specified activities, as opposed to broad project headings. The use of a monitoring and evaluation system in parallel with the processes associated with development, review and reporting of the DET Annual Operation Plan/Strategic Plan will help identify and mitigate these risks
- *Footpath II* outlines a clear vision for the education sector, strategies to achieve that vision and performance indicators to help measure progress against the baseline statistics. This plan has recently been reviewed to ensure currency and relevance of

strategies and indicators. An Education Policy is under development.

While these initiatives articulate a program of sector development, Nauru is in the early stages of establishing the reforms necessary to revitalize the sector and to meet MDG targets and NSDS aspirations. Considerable on-going Development Partner support will be needed to build and sustain capacity if Nauru is to meet its policy objectives. Given the wide-ranging resource needs in the education sector and Nauru's limited resources overall, it is unlikely that Government can sustain any increases in education funding. Identifying alternative educational resources, funding options and operational efficiencies is therefore a priority for the Partnership.

3. Priority Areas for Partnership Support

To meet joint commitments agreed under this Partnership Strategy, Australia will work with GoN to increase **net enrolment and completion rates** for primary and secondary students. At the secondary and post secondary level, Australia will support enrolment in and completion of accredited, quality-assured professional, technical and vocational education and training, including in courses provided by the Nauru Secondary School (NSS).

Australia will support GoN to improve **the Quality of Primary and Secondary Schooling** in Nauru. Both GoN and GoA place a high priority on improving student learning outcomes and increasing achievement in literacy and numeracy (particularly in the early primary years). These targets will be met through increased attention to teacher quality and supply issues. Australia will support GoN's efforts to consolidate core curriculum and review the use of Rich Tasks as just one strategy through which to deliver core curriculum. Rich tasks are a set of assessable and reportable outcomes of a curriculum plan.

Australia will continue to assist GoN to provide **targeted education for those with disabilities**, and will help establish the newly opened NSS as Nauru's *Learning Village* (a campus designed for secondary education, youth and adult education). In addition, the introduction of Minimum Service Standards (MSS) will help assess the quality of primary and secondary education through GoN-determined standards for teachers, teaching practices, curriculum, facilities, leadership, and student achievement.

Australia and Nauru will work together to strengthen and sustain the "multiple footpaths" approach to teaching qualifications and training being offered in Nauru. This approach will support the teaching workforce to gain relevant teaching qualifications, through a range of **training programs**. These multiple footpaths include the UNESCO training program (whereby Kiribati Teacher's College will provide accreditation) and the University of South Pacific (USP) Fast Track Training Program where candidates are eligible for a certificate issued from Kiribati Teacher's College. Those next on the qualifications ladder (those with certificates) will have the opportunity to seek a Diploma through Divine Word University or USP, with Bachelor Degrees available from Divine Word University. These various training programs are multi-modal, delivered face-to-face and via self-paced learning modules. A school based practicum is undertaken as part of course requirements.

Attention will be paid to attracting and placing a new generation of younger, qualified teachers into the system and to increasing the number of trained secondary teachers with specialist qualifications. Greater access for Nauru's students and teachers to regional **scholarships** (ARDS, ALA, AFA), as well as short term training opportunities, will provide useful **capacity building**. Under the Partnership agreement a range of flexible opportunities will be explored so that scholarships more effectively meets identified needs and align with strategic plans. It is suggested that the provision of training opportunities such as placement of students in TVET institutions in Australia or the region for areas of trade not available via

NSS or APTC. This might take the form of school based apprenticeships or traineeships through these organisations.

To assist GoN encourage teachers to remain in the school system, Australia will facilitate specialist support to teachers in the areas of literacy, numeracy and assessment through more strategic in-service programs provided by the DET Curriculum, Assessment, Statistics and Examinations (CASE) Unit⁵.

To increase the **mobility** and **employability of students**, the Partnership will focus on establishing an internationally accredited senior secondary school curriculum and assessment model at NSS. That accreditation will provide school leavers a much-needed pathway for progression to higher learning opportunities both overseas and at the USP campus in Nauru. With Australia's support, GoN will offer internationally accredited technical and vocational courses at NSS, providing a pathway to further skills development offshore, either via the Australia-Pacific Technical College (APTC) or other regional providers. It is expected that each of these initiatives will lead to **increased remittances** through skilled employment opportunities offshore and to more skilled locals engaged in the local economy (including in key DET positions).

Under the Partnership, **Australia will support the GoN to strengthen financial management, procurement, accountability, and monitoring within the education system**. DET requires considerable financial management training at both the corporate and school levels. Support with the development of a department-wide procurement system is needed. The development of an asset management plan, supported via appropriate software and training is about to commence.

Policy References

1. 2010-11 Nauru Budget Documents
2. Partnership for Development Between the Government of Australia and the Government of Nauru 2008
3. Education Strategic Plan 2008-13 (Nauru)
4. Footpath II
5. Draft Education Plans/Policy
6. Pacific Education and Training Agenda (Australia)

4. Aid Effectiveness and Development Partner Coordination

In the spirit of the *Paris Declaration on Aid Effectiveness* and the *Accra Agenda for Action*, and as set out in the *Partnership for Development*, both Governments are actively promoting co-ordination between development partners engaged in the education sector, particularly

⁵ Assistance will be provided to establish systematic school-based professional development for teachers and support-based models of assessing teacher performance. This will also be supported by the South Pacific Board for Educational Assessment (SPBEA) as part of SPBEA's AusAID-financed Improving Literacy and Numeracy Assessment program. Work in this area will build on the DET investment in CASE that has focussed on in-service training for teachers and literacy and numeracy benchmarking.

AusAID and NZAID (the two major sectoral DPs).⁶ Collaborative analytical and design work, delegated aid delivery, pooled funding, and joint monitoring for the education sector are all consistent with the Cairns Compact and will contribute towards reduced aid fragmentation and ease the burden of aid administration on the GoN.

AusAID's financial support to date has been directed to the RON AusAID account. The intention is to move to scheduled tranche payments at key juncture points, triggered by receipt of timely reports and reconciliation of expenditure. Through the strategic planning process, DET staff will draft Annual Operation Plans (AOP) incorporating planned program activities along with standard operational priorities of the GoN (e.g. asset and facilities maintenance plans, policy development, resourcing schools).

A series of mechanisms are in place or are planned to increase DP alignment with GoN systems. Within the DET, senior officers currently develop annual work plans based on the AOP. These plans will see the inclusion, allocation and responsibility for specific aspects of the program assigned to senior staff through a collaborative whole of department planning process. With the support of the Education Advisor, senior staff will manage components including implementation, budgeting and reporting, acquittal, monitoring and evaluation of activities. Annual reports are based on the AOP and this will provide a cross reference mechanism with reports to development partners. As a means of ensuring compliance, and monitoring of expenditure, payment vouchers will pass through the Aid Management Unit as a means of tracking. AMU will establish clear schedules for reporting timeframes to DPs.

As outlined in the Implementation Strategy section, the GoN, AusAID and NZAID will design a joint DP funding mechanism, to become operational by 2012. This new mechanism will likely include the utilisation of a single Special Purposes Account, with pooled funding from NZAID and AusAID. Delegation by NZAID of aid delivery to AusAID is envisaged. This move to harmonisation will assist significantly in relieving the burden of reporting and tracking of expenditure. Under a joint funding model, a clear identification of DP focus within the design and activities will be retained.

The Partnership aligns fully with Nauru's National Sustainable Development Strategy, Footpaths II and Australia's Pacific Education and Training Agenda, the three goals of which are: to ensure full student enrolment in and completion of basic education; to increase literacy and numeracy rates at all levels of basic education, with a focus on the early grades; and to increase the employability of Pacific Islanders. The Partnership also aligns with the Australian aid program's policies on gender and disability.

5. Implementation Strategy

This Implementation Strategy for Improved Education under the Nauru-Australia Partnership for Development spans five years and comprises two phases. During Phase 1 (2011) the present Partnership Arrangement between GoN and NZAID (November 2008 – November 2011) supporting *Footpath II* will continue as planned. Over the same period, AusAID funding will complement the work of the GoN and NZAID, with AusAID funds advanced to, and acquitted separately by, the GoN. Phase 1 represents a stabilisation and consolidation phase, whereby priorities and emergent issues are addressed. During Phase 1, the GoN, AusAID and NZAID will design a joint DP funding mechanism, to become operational by 2012. In Phase 2, delegation by NZAID of aid delivery to AusAID is envisaged. Phase 2 will run for four years (2012-2015)

⁶ Other DPs include Taiwan, UNESCO, USP, SPBEA, PRIDE, Divine Word University and Kiribati Teachers College.

Phase 2 will see the implementation of the **Nauru Education Improvement Program**, which will provide longer term, more predictable support aligned with GoN's own policy frameworks and systems. The program design will be based on internationally accepted good practice which seeks to ensure each system is sound and effective in its own right, as well as interdependent with the other two. These message systems are in turn supported by human and financial resources, an effective administrative system and evidence-based and -driven policy. The program will be subject to Annual Review involving all key stakeholders (GoN, NZAID, AusAID). DET operates on an annual budget cycle. The Partnership will therefore support development of an Annual Operation Plan (AOP) detailing annual DET targets, budgets, performance indicators and funding sources, with commentary on progress towards NSDS milestones.

Technical Assistance to support Implementation Strategy

To effectively support the Implementation Strategy, the provision of a range of technical assistance is planned via a range of mechanisms. This includes long term support via the placement of an Education Advisor within the Department of Education. To support the newly established Nauru Secondary School (NSS), an experienced Principal will be recruited from Australia to act in the role of a mentor to the newly appointed NSS Principal. Other mechanisms for possible TA support include volunteers in areas such as special needs education; youth support programs and community outreach. The Learning Village has the potential to act as a community hub for a range of cross sectoral initiatives, including health, public library, adult education as well as formal and non formal education opportunities.

In addition, short term technical assistance in specialist areas such as behaviour management, literacy and numeracy and policy development will also be accessed.

Within the Partnership Agreement, the GoN would seek to establish a twinning arrangement with an Australian State or Territory Department of Education or non government system (e.g. Catholic or Independent Education). This has the potential to provide GoN with access to current practitioners, expertise, knowledge and support from an experienced system.

Table 3.
Implementation Plan (Phases 1 and 2)

Phase 1	Method	Responsibility	Timing
Mid 2010-2011	Direct funding by DPs into trust account for each phase.	DPs	Annual tranches
	Development of monitoring and evaluation framework	DET with support of Education Advisor	May 2011
	Drafting of AOP that incorporates phase 1 activities and reflects NZAID and AusAID sources of funding	GoN/ DET	Current government and departmental strategic planning cycle
	Scheduled reporting and acquittal processes on expenditure	Senior Finance Officer DET Senior DET officers supported by Education Advisor	DET has established a budget committee that meets every fortnight to review and assess budget expenditure and achieved outcomes.

Dec 2011-2013	Joint funding model(design and activities to reflect focus of each DP)	DPs and GoN	Proposed timing October 2011.
	Design developed for part 2 of Phase 1	DET senior staff supported by Education Advisor	August 2011
	AOP developed – incorporating GoN priorities as per Strategic Plan and Phase activities	DET senior officers	As per current planning cycle (June)
	Scheduled reporting and acquittal processes on expenditure featuring an integrated reporting regime and monitoring and evaluation framework.	DET staff supported by Education Advisor	Quarterly reports on progress and expenditure.

Phase 2 2014-2016	Method	Responsibility	Responsibility
	Design developed based on review and analysis of Phase 1 results and outcomes	DET staff supported by Education Advisor	September 2013
	Development of monitoring and evaluation framework	DET staff supported by Education Advisor	November 2013

Nauru's draft Education Policy will need to be reviewed to align with Nauru's Education Bill, to be tabled in Parliament in 2011. The policy implications flowing from its expected passage are significant, and their continued appraisal will be an important factor in the ongoing development of the Education Policy (planned completion 2012).

6. Costing and Timeframe

Table 1 presents the costing and financial implications for Nauru's education sector to achieve the outcomes set out in this document. DET budget reporting for 2009-10 is shown at **Annex 1**. It should be noted that budget reporting within DET, Footpath II and the NSDS are poorly connected. Work will continue in refining costings as outstanding policy issues are resolved. For instance, the Education Bill and subsequent Act will drive significant reform (e.g. extending age of compulsory education). Given this context, provisional costings have been developed:

Table 1. Footpath II Costing 2010-2015 (AUD millions)⁷

⁷ Indicative estimates to be reaffirmed on an annual basis

	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Total Funding Requirement	6.1	6.2	7.2	7.2	7.5	7.5
Anticipated Nauru Funding	2.6	2.6	2.8	2.8	2.9	2.9
Funding Gap	3.5	3.6	4.4	4.4	4.6	4.6
Australia's anticipated contribution	1.7	1.8	2.7	2.9	3.2	3.2
Other DP's contribution	4.2	1.8	1.7	1.5	1.4	1.4

Total Funding Requirements encompass teacher quality and quantity, primary and secondary school access and quality, TVET and Secondary Pathways to Accreditation, and Management, Monitoring and Evaluation. The funding gap represents the resource requirements (\$3.5m) which are needed at minimum to implement the priorities in Footpath II. Combined DP contributions (\$4.17m) exceed this, reflecting DP funds contributed toward additional advisor and support costs associated with management and oversight of implementation activities.

Increases in GNP contribution to the education sector will need to be given continued and focussed consideration between GoN and development (including private sector) partners. Options for attracting increased (pooled) resources from existing or new DPs to Nauru's education sector need careful consideration. Naturally, the success of Priority Outcome 5 (Increased Private Sector Growth) will also be critical to increased GNP allocations to meet all other Partnership Priority Outcomes.

Attached (**Annex 2**) is an indicative list of activities that Nauru and DPs may wish to consider together in seeking to address the priorities of Footpath II and meeting Partnership Targets for 2010-2011.

7. Measurement

The core indicators to measure progress towards achieving education targets are contained in the table below. The Government of Nauru has adopted a broad set of indicators and targets to 2015 for the Partnership that aligned directly with the goals and milestones set out in the National Sustainable Development Strategy and the Nauru Education Strategic Plan 2008-2015 (Footpath II). The key goal for education is to improve the quality and broaden the scope and reach of education. The Partnership will measure success annually against the 12 indicators below.

Table 2.
Measurement: Indicators and Targets

Indicator	Baseline 2010	Short-term targets 2012	Medium-term targets 2015
Improved Quality and Access to Primary and Secondary Education			
Net Enrolment Rate (NER) Primary Grade 1	92.1%	95%	100%
Primary completion rate	81.0%	83%	85%
NER Grade 7	118.5%	100%	100%
Secondary Completion Rate Grade 12	>25%	30%	40%
Improving Quality and Numbers of Teachers			
Teachers with teacher training	30%	40%	50%
Primary teachers with minimum qualification	23%	35%	50%
Secondary teachers with subject diploma or degree	28%	32%	35%

Grade 6 Literacy Level ⁸	establish accurate baseline 2011/ 2012	and increase by 3% in	baseline	increase baseline by 5%
Grade 6 Numeracy Level (ii) ⁹	10%	13%		17%
Special Needs students (with mental and physical disabilities) access to targeted education services	61 %	65%		70%
Improved Access to Quality Tertiary and TVET services				
Number of internationally recognized trade certificates awarded	Data not available until 2012	10% of total enrolled TVET students		15% of total enrolled TVET students
Students choosing a TVET pathway in years 11 and 12	Yr 11-30% Yr 12 25%	Yr 11- 35% Yr 12- 28%		Yr 11-37% Yr 12- 30%

The Performance Assessment Framework (PAF) is at **Annex 3**. All indicators will be disaggregated by gender where applicable. Indicator definitions are at **Annex 4**. GoN will collect data, in particular through the DET's still-evolving Education Management Information System (EMIS), and from the Department of Statistics. Although the NSDS does not identify gender parity as a key performance indicator, *Footpath II* identifies the issue of girls outperforming boys at the senior secondary level and accessing more scholarship places than boys. Both participation and learning outcomes at all levels of the system will be monitored annually by GoN. Equity in outcomes at the secondary level is an indicator in the PAF. AusAID will continue to collect output level information annually as part of its own quality assurance processes.

Measurement of progress against targets and benchmarks will occur through incorporation of these targets and benchmarks in operational documents such as Annual Operation plans and the PAF. The PAF identifies a range of measurement instruments and tools and this will be collated, recorded and reported through a renewed Education Management Information System. Other mechanisms for reporting include GoN reporting processes such as Annual Report, quarterly reports to donor partners via AMU. In addition the proposed Program Monitoring Group will play an important role in the review of measurement and reporting of IS targets and benchmarks.

⁸ Aus standard based on current Australian benchmarking tool – achieving minimum score of 20/30

⁹ Aus standard based on current Australian benchmarking tool – achieving minimum score of 60/108

Annex 1

Table 4 - DET Budget Fiscal Year 2009 – 10

	Domestic (\$)	AusAID (\$)	NZAid (\$)	Carryover of Grants from Previous Years (\$)	Grants Other (\$)	Total Budget (\$)
Budget ¹	2,699,364	534,000	1,353,136	1,030,024	0	5,616,524
Proportion (%)	48.1	9.5	24.1	18.3	0	100.0
Budget Allocations						
Salaries	1,366,583					
Salaries (ex-pat)	239,000					
Staff Travel	53,000					
Business Travel	12,000					
Recruitment	8,000					
Print/Stationary	13,500					
Library/Periodicals	60,000					
Memberships/Subscriptions	101,905					
Special Projects	33,000					
Stores	10,787					
Petrol	5,681					
Diesel	2,340					
Electricity	62,768					
Scholarships	640,800					
Plant & Equipment	90,000					
Sub-total	2,699,364					
NSS Consumables		70,000				
School Refurbishment/Maintenance:						
• Libraries		35,000				
• YPS Computers		25,000				
• Boe Renovations		100,000				
• School Fencing		95,000				
• YPS Toilets		54,000				
• Manual Arts Facilities		120,000				
• Minor Repairs		40,000				
• Air Conditioning Nauru College		25,000				
Sub-total		564,000 ²				
Curriculum			58,000			
Pedagogy			0			
Infrastructure/Physical Resources			261,000			
Human Resources			503,469			

Parental & Community Involvement			0			
School Support			171,000			
Administrative Framework			0			
Systems & HR Performance Management			142,800			
Sub-total			1,136,269			

Notes:

1. Budget source: Republic of Nauru, 2009-10 Budget, Budget Paper 1, p.55.
2. Initial proposal increased by \$30,000 for NSS consumables.

Annex 2: Indicative activities to be considered for the first phase of the partnership

Activities for First Phase of Partnership 2010-2011				
Nauru-Australia Partnership Objectives	Partnership Focus Areas	Activities for First Phase of Partnership 2010-2011	Link to Footpath II	Projected costing
	2010-2011	<p>2010 - 2011 GoN/NZAID Work Plan 2008-11 + Complementary AusAID-funded activities</p> <p>2011- 2013 Pooled Funding Model (NZ/Aus/GoN) to be discussed at joint meeting.</p>		
Improving Quality and Numbers of Teaching Staff	Teacher Quality and quantity	<p>Support the consolidation of the new Nauru teacher upgrading programme through:</p> <p>Facilitating pathways for present Certificate IV pre-service trainees to higher regional qualifications (diplomas, degrees) with a focus on training key secondary subjects- Maths/ Science/ English/Social Science.</p>	Our teachers 3.3 10 students for secondary teacher qualifications	\$110 000
		<p>Facilitating new cohorts of Certificate trainees (indicative start dates 2012 and 2014) to meet projected workforce requirements.</p>	Our teachers 1.3 20 students	\$ 16 680
		<p>Support the development of school-based professional development for teachers through:</p> <p>Developing DET capacity to provide systematic school-based professional support and performance appraisal for all teachers. There will be specific support and training in areas of literacy and numeracy, behaviour management and authentic assessment practices. CASE staff will be provided with training and capacity building in these areas which complement current areas in which they provide professional support to teachers. Support will also be focussed on improving current appraisal processes in schools (along with policy, reporting, and intervention) through capacity building and training for appraisal staff. This will be linked directly to MSS.</p>	Our accountability 6.1	\$ 40 000
		<p><i>Implementing a second-phase primary school principal leadership programme to consolidate initial course work undertaken by Principals</i></p>	<i>Our education system 3.4</i>	<i>\$ 85 900</i>

		<p><i>and provide a practical based mentoring programme to enhance leadership capacity within schools. Submitted as an NPP</i></p> <p>Exploring incentives (financial and/or non-financial) to improve motivation and performance in schools (Undertake a review of salary scaling to more accurately reflect qualification along with consideration of performance indicators linked to student outcomes).</p>		<p>\$15 000</p> <p>\$ 181 680</p>
			Sub total	
Improving Quality of and Access to Primary and Secondary Education	Curriculum Development	Supporting the ongoing backward mapping to ensure syllabus coverage through Rich Tasks. There are significant curriculum issues that need to be addressed in parallel to consideration of introduction of an Australian Senior Secondary Curriculum and potential P-10 curriculum.	Our curriculum 2.1	\$ 40 000
		<i>Identifying and providing additional resources (physical and digital) to support students in their Rich Tasks. ICT resources have been identified as key priority by teachers, department and external evaluators- submitted as NPP</i>	<i>Our schools 4.2</i>	<i>\$ 626 880</i>
		Providing further training of CASE team (specific training identified in areas of curriculum development/ review/ monitoring/ assessment and analysis of data and provision of professional development for teachers in these areas). CASE currently undertake a social and national moderation process of Rich Tasks, however findings from these moderation processes are not applied or used to drive change or improvement in practice or outcomes for students.	Our accountability 6.4	\$ 28 400
		Procurement of early grade reading books in English in primary schools to support planned literacy focus in early year schools.	Our curriculum 2.6	\$ 28 000
		Integrating health and nutrition into school curriculum and teachers' professional development. Relevance and degree of integration into RT needs to be established- professional development will be required on how to effectively and authentically	Our curriculum 2.1	\$ 12 000

		integrate health and nutrition in current curriculum- ACT have this as a key learning area- implications if to back ward map or move to p-9 ACT. At this point it is proposed to develop a range of support materials and resources that clearly link to curriculum- this could be undertaken by DET staff with support of teachers and health department)-as well as sourcing commercially developed resources- also requires an awareness raising campaign and communication strategy between DET and community and schools.)		
	Disability	Providing special education needs qualifications for Nauru Able/Disabled Centre teachers (it is suggested that an AVI position would be appropriate in assisting staff with developing appropriate strategies and individual learning programs, until an appropriate course can be identified)	Our curriculum 2.8	\$15 000
	Community Attitudes	Undertake a comprehensive investigation into the issue of student attendance.(Data continues to indicate and reflect the significance of this problem, with upward trending continuing. Findings from this research will be used to inform a range of strategies and interventions aimed at increasing attendance rates across all sectors.	Our students 1.10	\$10 000
	Buildings and Facilities	Phase I Re-development Aiwo Primary School- Explore the cost benefit options for replacement of Aiwo Primary School due to loss of entire school in recent fire. A range of options developed for Cabinet and chosen options identified. A cost surveyor required for this activity.	Our schools 4.7	\$ 50 000
		<i>Phase II of development on the new NSS campus as a Learning Village. Submitted as an NPP- This is an important initiative- aspects of TVET for youth are reliant on completing AQTF and RTO compliance- - promoting lifelong learning and sense of community ownership</i>	<i>Our place in the community</i> 5.3	\$86 040
		<i>Support for Minor Works submitted as an NPP to continue work on emergent repairs/ minor works.</i>	<i>Our schools</i> 4.3	\$40 000
	Teaching & Learning Resources and	To continue to support GoN non-salary recurrent budget in the following key areas.	Our accountability 6.5	\$85 000

	Consumables	<ul style="list-style-type: none"> School teaching & learning materials – supply and replenishment Other school consumables (including ICT consumables) School broadband charges ICT equipment maintenance costs- 	Sub total	\$ 268 400	
Increasing Employability of Naruans by Improving Access to Good Quality Tertiary and Technical and Vocational Education and Training	Pathway to Senior Secondary Accreditation	<p>Support the staged preparation for meeting Australian Senior Secondary (Grades 11 & 12) accreditation requirements by 2012 through:</p> <p>Appointing a new NSS principal (two-year post, experienced Australian Principal, with identified counterpart for succession- this needs to align with formalisation of curriculum licensing agreement and a phasing in of Australian Curriculum and parallel phasing out of PSSC).</p> <p>Complete investigation and analysis of most appropriate Australian State/Territory authority provider of Senior curriculum and consider implications of Australian National Curriculum Grade 1-10 over the longer term.</p>	Our teachers 3.1	\$ 356 000	
	Pathways to TVET and Accreditation (Secondary Schools)		<p>A requirement of Australian Curriculum Licensing agreements is that qualified teachers are required for delivery of the curriculum. Funding additional (region-sourced) expatriate teacher/mentors in secondary schools, including for the proposed Subject Coordinator roles (salaries, travel and accommodation) will enable GoN to meet Australian licensing requirements.</p>	Our curriculum 2.7	\$ 440 000
			<p>Support implementation of the TVET pathways policy for NSS For students undertaking TVET courses delivered at NSS and Learning Village DET to receive an international recognised qualification the DET need to secure a Registered Training Organisation (RTO) for TVET. This will also involve student fees for accreditation for current student cohort.</p>	Our teachers 3.4	\$ 60 000
			<p><i>Accreditation of current Trainers and Assessor delivering TVET courses at NSS. This is a critical issue for DET as these TAA's need to have a Certificate</i></p>	Our curriculum 2.7	\$126 000
			Our curriculum 2.7	\$76 290	

		<p><i>It in their specific trade area in order to be able to assess competencies that they are delivering. An NPP has been submitted for this specific activity.</i></p> <p>Support for the lost generation – youth and adults 18-25 age group with low levels of basic education and limited employment opportunities through: The trial of an artist / musician in residence program. Through a survey recently conducted with youth a number of aspects relating to education and training were identified. In particular youth indicated the need for skills development in a range of areas and not just academic type subjects. Staff from youth affairs indicated that this would be a positive approach to engaging young people and provide them with a non threatening entry point back into education/ training.</p>	<p>Our place in the community 5.3</p> <p>Sub total</p>	<p>\$15 000</p> <p>\$ 687 000</p>
	<p>Whole System Management</p> <p>Monitoring and Evaluation for Improved Learning Outcomes</p>	<p><i>N.B. Education and Training Bill to be enacted in 2010</i></p> <p>Strengthen capacity to implement the new Nauru Education Policy Framework through:</p> <p>Appointment of DET Education Adviser (international TA) May 2010-2012 to enhance capacity of senior officers in the DET.</p> <p>Ongoing professional development for senior DET staff. This will basically focus on organisational and human resource development and is a priority across the department. Areas of focus will include financial management, HR management, systems management and policy development and implementation. Strengthening capacity in these areas is essential given that the Education Bill is expected to be tabled this year.</p> <p>Strengthening, through training and mentoring, DET's M&E capacity, through:</p> <p>Consolidating and strengthening Nauru's annual benchmarking of literacy and numeracy in schools (especially capacity of DET to analyse results, monitor progress against baselines, and work with schools to drive system improvement). A review of this benchmarking needs to be undertaken in terms of appropriateness, recognition of ESL, along with enhancing understanding of</p>	<p>Our education system 7.3</p> <p>Our accountability 6.3</p> <p>Our accountability 6.1</p>	<p>\$387 172</p> <p>\$40 000</p> <p>\$ 30 000</p>

		<p>DET CASE staff and teachers in diagnostics, intervention and remediation strategies.</p> <p>Developing DET professional capability to monitor school performance (teacher/principal appraisal and performance reviews) and school based accountability (e.g. school based management/ budgets). There is currently one DET staff member who is responsible for this process. Training needs to be undertaken to enhance this officers capacity as well as working with principals to assist them develop skills in this aspect of human resource management.</p> <p>Developing “Minimum Service Standards” to drive improvement in target areas (teaching, curriculum, leadership and student achievement and expand and increase efficiency and accountability of the current small school grant.</p>	<p>Our accountability 6.2</p> <p>Sub total</p> <p>NPP's total</p>	<p>\$ 31 700</p> <p>\$150 000</p> <p>\$ 638 872</p> <p>\$915 110</p>
			Total	\$ 2 691 062

Annex 3 - Performance Assessment Framework

The Performance Assessment Framework (PAF) provides a monitorable set of indicators to gauge the progress of interventions outlined under the Partnership Priority Outcome 2: Improved Education Implementation Strategy.

Data will be sourced from GoN systems. The primary data source will be DET's evolving EMIS, with the GoN Department of Statistics providing additional data. A partnership focus will be on strengthening GoN/DET capacity to collect, collate and analyse data through EMIS.

System monitoring (primary and secondary) of progress in literacy and numeracy will be based on the benchmarking processes that DET is currently implementing. This involves using Australian (commercially available) standardised annual tests that trained benchmarkers administer (in years 2, 4 and 6). A baseline has been established (from 2009) and annual testing will be used to measure progress.

In addition, school examinations results (standardised tests in Grades 3, 6 and 9) and other assessments (e.g. Rich Task assessments) will be used both to monitor system progress and to inform parents and students of student progress. The education indicators follow accepted international definitions.

Table 6. PAF Measurement: Indicators and Targets

Key Indicators	Baseline 2010	Targets		Data Required	Data Source	Timing	Risks
		Short-term targets 2012	Medium-term targets 2015				
Improved Quality and Access to Primary and Secondary Education							
Net Enrolment Rate (NER) Primary Grade 1	92.1%	95%	100%	Enrolment Grade 1 Age cohort ages 5-6 yo	School enrolment figures <ul style="list-style-type: none"> • EMIS • RON Department of Statistics (DoS) 	Annually	<ul style="list-style-type: none"> • EMIS system not functioning • RON Department of Statistics age cohort figures unavailable • Limited transition from non compulsory early years programs
Primary completion rate	81.0%	83%	85%	Total number of students in final year of primary school (Grade 6) Total age cohort of children in Nauru (aged 11)	<ul style="list-style-type: none"> • EMIS • RON DoS 	Annually	<ul style="list-style-type: none"> • Continued issue of truancy • EMIS system not functioning • RON Department of Statistics age cohort figures unavailable
NER Grade 7	118.5%	100%	100%	Enrolment Grade 7 Age cohort aged 12	<ul style="list-style-type: none"> • EMIS • RON DoS 	Annually	<ul style="list-style-type: none"> • EMIS system not functioning • RON Department of Statistics age cohort figures unavailable

Secondary Completion Rate Grade 12	>25%	30%	40%	Total number of students in final year of secondary school (Grade 12) Total age cohort of children in Nauru (aged 18)	<ul style="list-style-type: none"> • EMIS • RON DoS 	Annually	<ul style="list-style-type: none"> • Education Bill not passed • EMIS system not functioning • RON Department of Statistics age cohort figures unavailable
Gender parity in access to secondary scholarships	3:5	4:5	parity	Total scholarships offered (RONSS)	<ul style="list-style-type: none"> • EMIS • DoS • RON scholarship results 	Term annually	<ul style="list-style-type: none"> • Scholarship program withdrawn
Improving Quality and Numbers of Teachers							
Teachers with teacher training	Certificate-30% Diploma-25% Degree-44%	Diploma-58% Degree-41%	Diploma-56% Degree-44%	Total number of teachers Number of teachers with (i) – certificates; (ii) diplomas; (iii) degrees; (iv) higher degrees	<ul style="list-style-type: none"> • EMIS • Quarterly teacher collection • Reports from provider 	Annually Quarterly	<ul style="list-style-type: none"> • DET unable to secure appropriate provider to offer courses in mode required. • EMIS system not functioning
Primary teachers with minimum qualification	23%			Total number of primary teachers Number of primary teachers with diploma	<ul style="list-style-type: none"> • EMIS • Quarterly teacher collection 	Annually Quarterly	<ul style="list-style-type: none"> • Capacity of teachers to undertake study given move to longer school hours • Ability of DET to secure provider capable of • EMIS system not functioning
Secondary teachers with subject diploma or degree	28%	32%	35%	Total number of secondary teachers Number of secondary teachers with (i) diplomas; (ii) degrees; (iii) higher degrees	<ul style="list-style-type: none"> • EMIS • Quarterly teacher collection 	Annually Quarterly	<ul style="list-style-type: none"> • Identified teachers not able to meet entry requirements for higher level courses in region. • EMIS system not functioning
Grade Literacy Level (i)	Baseline to be established in 2011/2012	Increase baseline by 3%	Increase b/l by 5%	Literacy tool	Benchmark results	Beginning of Term 1 and exit Term 2 (years 2, 4 and 6)	<ul style="list-style-type: none"> • Inaccurate administration and interpretation of test instrument
Grade Numeracy Level (ii)	10%	13%	17%	PM numeracy level	PM Benchmark results	Beginning of Term 1 and exit Term 2 (years 2, 4 and 6)	<ul style="list-style-type: none"> • Inaccurate administration and interpretation of test instrument

Special Needs students (with mental and physical disabilities) access to targeted education services	61%	65%	70%	Total number of students identified as special needs students by school Principal, National census data	EMIS National census data	Annually	<ul style="list-style-type: none"> Health issues are common within this cohort of students and often restrict student access and attendance. Current anecdotal evidence suggests that parent of students with a disability are reluctant to enrol students EMIS system not functioning
Improved Access to Quality Tertiary and TVET services							
Number of internationally recognized trade certificates awarded	Data not available until 2012	To be informed by baseline figure 2010		Number of certificates awarded	Registered Training Organisation accreditation figures	Annually	<ul style="list-style-type: none"> Delay in DET securing a Registered Training Organisation due to inability to meet Australian Qualifications Training Framework requirements
Students choosing a TVET pathway in years 10, 11 and 12	Yr 11-30% Yr 12 25%	Yr 11-35% Yr 12-28%	Yr 11-37% Yr 12-43%	Enrolment figures	NSS course enrolment figures	Term 1 and 2	<ul style="list-style-type: none"> DET having number of qualified TVET trainers to meet student enrolment numbers

(i) (Aus standard based on current Australian benchmarking tool – achieving minimum score of 20/30)

(ii) (Aus standard based on current Australian benchmarking tool – achieving minimum score of 60/108)

Annex 4

Table 7. Indicator Definitions

Indicator	Definition
Net Enrolment Rate	Number of pupils in the age group enrolled at a Grade level, expressed as a percentage of the total population in that age group.
Completion Rate	The percentage of a cohort of pupils enrolled in the first grade of a learning stage which successfully completes the last grade, regardless of repetition.
Transition Rate from Grade 6 to 7	Proportion of a cohort of pupils enrolled in Grade 6 who enter Grade 7
Teachers with teaching qualifications	Teachers with qualifications regarded as certified as a proportion of total number of teachers.
Literacy and Numeracy Levels	Percentage of students meeting an accepted minimum standard
Gender Parity in access to secondary scholarships	Ratio of girls to boys accessing scholarships.
Grade 12 Graduates Accessing Tertiary Studies	Percentage of Grade 12 leavers accessing tertiary studies
Special Needs students (with mental and physical disabilities) access to targeted education services	Percentage of students with Special needs accessing targeted educational services
Number of university graduates	Numbers per year
Number of trade certificates awarded	Numbers per year
Students choosing a TVET pathway in Grades 11 and 12	Percentage of Grade 11 and 12 enrolled students

Annex 5

Abbreviations and Acronyms

ACT	Australian Capital Territory
AOP	Annual Operation Plan
APTC	Australia – Pacific Technical College
AusAID	Australian Agency for International Development
CASE	Curriculum Assessment Statistics and Examinations
DET	Department of Education and Training
DP	Development Partner
EU	European Union
EMIS	Education Management Information System (Nauru DET)
GoN	Government of Nauru
JICA	Japanese International Cooperation Agency
MSS	Minimum Service Standards
NSDS	National Sustainable Development Strategy 2005 – 2015
NSS	Nauru Secondary School
NZAID	New Zealand Agency for International Development
PRIDE	Pacific Regional Initiatives for the Delivery of basic Education
SPBEA	South Pacific Board for Educational Assessment
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational Scientific and Cultural Organisation
USP	University of the South Pacific