



PETER, SOLOMON ISLANDS

Sixteen-year-old Peter goes to a boarding school in the Solomon Islands which has experienced water shortages for 60 years. Previously, students would have to walk kilometres each day in search of clean water, which was particularly challenging for Peter who is living with a disability.

With Caritas Australia's support, the school has created a new reliable water system. Students like Peter are now in better health and can fully commit to their studies - and work towards a hopeful future.

While most Australians access clean water by simply turning on a tap, for Peter who was born in the Lau region of Malaita Island, water is something he never takes for granted.

"Water is part of our culture, a symbol in our dancing and our drumming. Lau means people who live in the islands," says Peter.

Peter's childhood has been challenging. His mother left the family when he was little and has since passed away. As he grew older, Peter developed a musculoskeletal disorder, and now walks with the aid of a stick.

Faced with limited employment prospects and violence in the community, Peter's father decided to move to Honiara, in order to better provide for his family. He arranged for Peter to stay with his aunt, then attend boarding school where water was in short supply.

Water is scarce, as groundwater sources at the school have dried up and rainfall is too unpredictable to rely on. Water in surrounding wells and boreholes often made students sick or gave them rashes.

"If you wanted to bathe in our community in Lau, you could do it whenever you wanted but at the school, you can only do it in the afternoon for one hour," says Peter.

The Solomon Islands may be a nation surrounded by water, however, it still experiences drought and water shortages – similar to land-locked Zimbabwe (Project Compassion story, Week 1). Around 70% of people in rural areas in the Solomon Islands don't have access to piped water, while about 85% don't have access to flushing toilets. (World Bank, 2015)

Caritas Australia, and partners Caritas Solomon Islands (CASI) and the Solomon Islands Government Rural Water Sanitation and Hygiene division (RWASH), teamed up with the

school community to tackle the problem.

CASI provided a 90 kilo-litre water tank, electric pump and technical advice, while the Malaita Provincial Government contributed labour and staff.

Staff and students took part in training opportunities, dug trenches, carried equipment and are helping to develop a water management plan, which teachers have linked to the school curriculum.

Thanks to this hard work and commitment, the school campus has unrestricted access to a safe water system that has the capacity to service around 1,000 people.

"I used to have to walk one kilometre every day to source water from the Bishop's well," says Peter. "And before that, we used the well close to the Bunyan tree but the well is so mouldy and smelly and if we have our bath there, we can get all white spots and itchy skin," Peter says. "Now we can stay at school to wash and not interrupt our official class time, it makes our life much easier."

After school, Peter likes to hang out with his friends. They joke and entertain each other by dancing.

"How I see it, because I have a disability, I want to make everyone friendly to me, I want to be friends with everyone, I want everyone to treat me as an individual. In education, everyone treats you the same."

Peter hopes to help others in the future by working for an aid and development agency like Caritas.

"I would like to thank the people of Australia and hope for Caritas to do more things for us, for our school," says Peter.

However, there is still much to be done at Aligegeo School, with taps, toilets, water and sanitation hardware still in great need at the school.

"I think the future is in our hands because we are the future for the world and if we cooperate with each other and work together and discuss together, I think we will make a better world in the future, that's my dream."

- Peter



FIND PETER'S SHORT FILM AND INTERACTIVE STUDENT WORKBOOK:

<https://www.thinglink.com/scene/1114793170249449473>

REFLECT

"I alone cannot change the world, but I can cast a stone across the waters to create many ripples." St Teresa of Calcutta

- What do you want to see changed in the world?
- How can you use your gifts and talents to create ripples?
- Why do you think Caritas chose to use Peter's story with this quote?

CATHOLIC SOCIAL TEACHING

Human Dignity

We believe that every person is created in God's image and that all human life is sacred. We believe in the dignity of each person.

- Clean water is a basic human right, how are basic rights important to the Catholic Social Teaching principle of human dignity?

LEARNING TASKS

TASK 1: STORY STUDY

English- ACELY1701, 1703, 1713

- ▶ Watch (or read) Peter's story and discuss.
- 1. What are some challenges for Peter?
- 2. Where does Peter live?
- 3. How are Peter's community working to initiate change in their community?
- 4. How would you feel if you were unable to get access to clean water at school?
- 5. What surprised you from Peter's story?
- 6. Were you aware of this issue in countries surrounded by water like the

- Solomon Islands?
7. How did Caritas Australia, and partners Caritas Solomon Islands (CASI) and the Solomon Islands Government Rural Water Sanitation and Hygiene division (RWASH) help the school community?

TASK 2: HUMAN WELLBEING

Geography
Y10- ACHGK081/
Religious Education

Investigate differences in human wellbeing between places.

1. What are the different concepts and measures of human wellbeing, and the causes of global differences in these measures between the countries?
2. What are the spatial differences in wellbeing within and between countries?
3. Evaluate the differences from a variety of perspectives.
4. How are Caritas Australia supported programs designed to reduce the gap between differences in wellbeing?

Suggested websites:

- o <https://data.worldbank.org/>
- o <http://hdr.undp.org/en/data>
- o caritas.org.au/projectcompassion

TASK 3: CIVIC LIFE

Civics and
CitizenshipY9- ACHCK079/
Religious Education

Research the work of Caritas Australia.

1. How does Caritas

Australia contribute to the Australian community? Explore the concept of 'the common good'.

2. How is Peter's story an example of how Caritas Australia, as the aid and development organisation of the Catholic Church in Australia, demonstrates interfaith understanding and social justice?
3. Why does Caritas Australia advocate for an end to poverty and inequality around the world?
4. How can you contribute to the work of Caritas Australia?

TASK 4: SUSTAINABLE DEVELOPMENT GOALS

17 goals to achieve 3 extraordinary things in the next 15 years:

- End extreme poverty.
- Fight inequality and injustice.
- Fix climate change.

The Sustainable Development Goals (SDGs) attempt to address the root causes of poverty and inequality within and between countries, climate change and environmental degradation, the lack of peace and justice, alongside other important issues.

1. How do the goals relate to Catholic Social Teaching (CST) principles?
2. Which goals do you think apply to Peter's story?
3. How has the Caritas supported program contributed to achieving these goals?
4. How are we tracking to achieving these goals? <https://sdg-tracker.org/>

5. What can you do to achieve these goals?
6. What link do you see between SDGs and CST?
7. What can we do to bridge the gap between the reality and the ideal?
8. How can you make a commitment to take action?

TASK 5: WATER AUDIT

Peter's school had problems with water for over 60 years. They have new water tanks to help store water and ensure they do not run out. Complete a water audit at your school to see how water is used, where water is being misused and how your school can be water-wise.

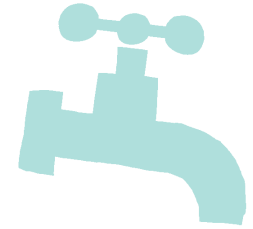
TASK 6: WATER QUIZ

How much do you know about access to water in our world? Test your knowledge of water using our [Kahoot Water Quiz](#).

TASK 7: GRATITUDE JOURNAL

Peter is thrilled to now have clean water on tap at his boarding school. Long walks to unsafe water sources were tiring for Peter, who is living with a disability. With more free time and fewer illnesses caused by dirty water, Peter can fulfil his hope of focusing on his studies, providing him with a brighter future.

Water Audit



Conducting a water audit is a great way to raise awareness of water consumption, reduce your environmental footprint and save money.

SCHOOLS - In your water audit teams, complete the table:

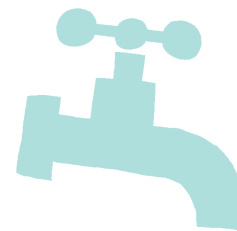
Water Devices	Number of devices	Number of water efficient devices	Number of broken or leaking and their location	Number dripping
Toilets				
Urinals				
Bubblers				
Taps				
Zip hot water heaters				
Showers				
Other				
Group total				

If possible, find a dripping or leaking tap and use a measuring jug and a watch/timer to work out how much water is wasted in one minute. Use the table below to work out how much water is being wasted.

A Water lost in a minute A = mL	B Water lost in an hour (A x 60) B = mL	C Water lost in 24 hours (B x 24) C = mL	D Converted into litres (C ÷ 1000) C = L	E Water lost in a year (D x 365) E = L
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Water Audit

Step by step guide



Establishing base-line data

This information is collected prior to the walkthrough audit and helps students understand where water comes from and how it is billed.

1. Find the water meter

The water meter is usually located near the main entrance of the school. If your school is on tank water you need to work out a way to measure the water in each tank. Some tanks have floats to show water level.

2. Identify the information shown on the meter

Learn about the units that your water meter measures and teach the students how to extract the information they need from the meter.

3. Read water meter before and after school for a week

This information will help you work out if there are any leaks in the system. If your school is using water overnight and there are no night users then you can reasonably assume that there must be a leak.

4. Calculate water use for each day and over the weekend

This calculation is made by simply reading the meter and subtracting the previous reading. If you have determined that there are no leaks then it is easier to calculate this amount for each day (rather than each day/night).

5. Graph results

Graphing the results will help you see any patterns and is also a good math activity.

6. Analyse results and irregularities

As the results are graphed there may be some clear patterns emerging. For example,

water use may be higher on Wednesdays or weekends. Students will be able to offer reasons (or predictions) about any patterns in the results. For example, Wednesdays may be sport days.

7. Get water bills for last 12 months

Most bills are either quarterly or half yearly. If it is difficult to get the bills it is possible to gather the same information from the school's accounts. However, you will need at least one bill to calculate the cost of the water per unit (usually kilolitres). The bills will tell you how much water the school used in the last quarter (water usage) and the cost of that water. It will also tell you the sewerage charge and the amount of water used in the previous bill and in the same period last year. All this information can be helpful in determining the amount and rate of water usage in the school.

Walk through audit

1. Approval

Obtain permission from the Principal for a walkthrough audit. It involves students being out of class and entering different spaces to do measurements.

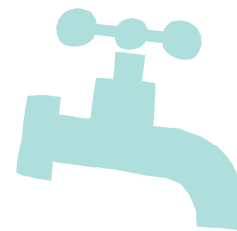
2. Safety issues

Discuss safety and appropriate behaviour with the students. Remind them to report any dangerous objects to the teacher or supervisor. Consider doing a risk assessment for the audit procedure.

3. Divide class into 5 or 6 groups Allocate groups to areas (eg. boys' toilets, girls' toilets, canteen, staff room, outside, classrooms and bubblers). Follow the steps and record the measurements on the work sheets provided.

Water Audit

Step by step guide



4. Appoint a team leader from each group to report back

Ask the students to report back their results. Collate all the information onto one summary page.

5. Identify any obvious problems eg. dripping taps, running cisterns.

This is when problems are identified.

Developing solutions

1. Develop a plan to fix these problems

These problems often require the services of a plumber or you may need to contact your water provider.

2. List all ideas from students and then prioritise

The water audit will raise awareness of water issues and encourage students to think of ways to reduce water use and waste. Students will generate many ideas about ways to save water. List all the ideas. Some ideas will be long-term and others short-term.

3. Prepare an action plan

Take some of the ideas and turn them into a list of things to do (include short-term and long-term ideas). Create a time line for these actions and give tasks to specific people. Start with simple actions and then build up to the bigger, more difficult, actions.

4. Develop strategies to implement action plans

Some actions will be easy and obvious while others may be more difficult but still worthwhile. Some may require a budget that will need to be funded. This may mean that you will need to have a fundraising activity or apply for a grant.

5. Have the plan endorsed by the Principal

Include the Principal or School Executive to make sure that your recommendations fit into the whole school plan. The School Executive may have some more ideas or might be in a position to allocate funds to the strategies.

6. Put action plans into the School Environment Action Plan

Your school will probably have a School Environmental Management Plan. The water audit information will feed into the plan and become part of the outcomes for the plan.

7. Implement the action plan

Work through your action plan. You will discover as you do this that issues arise which you had not anticipated. Use this new information to modify the plan. Keep implementing the plan even if it takes a long time.

8. Link up with key dates

As you implement your action plan link in with some key dates eg World Water Day. It may be useful to issue a press release for an activity and get some recognition for your school.

9. Check the next bill and/or water meter

As you implement water saving actions check the water meter and/or bills to see if your actions are making a difference. Consider keeping a graph of daily/weekly water use to keep track of water savings.

Celebrate any achievements!

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– St Teresa of Calcutta

100% DIGNITY

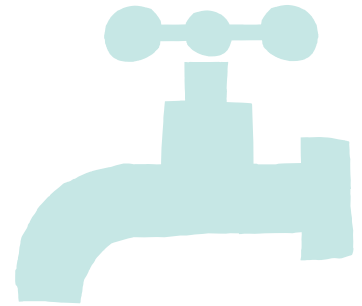


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Spend 10 minutes reflecting upon what you have learned and on all the blessings in your life.

This week I am grateful for...



Times I helped others this week...

1.

2.

3.



Next week I am going to work on...