



# Called

to solidarity with Marists in Bougainville

**2023 Schools Campaign Kit**







## THANK YOU!

AMS would like to acknowledge and thank the following people for their generous assistance in producing this kit and the associated resources for this campaign:

- » Gavan Martyn, John Therry Catholic College
- » Emily Pedder, John Therry Catholic College
- » Barry Hughes, St Joseph's College
- » Linda Roden, St Joseph's College
- » Simon Martino, Newman College
- » Peter Kilroy, alumni Marist College Ashgrove
- » Conor Ashleigh, alumni, All Saints College, Maitland
- » Dylan Gower, alumni Marist College Ashgrove
- » Br Chris Wills, Project Committee Member, St Joseph's College Mabiri
- » Benedict Tooming, Project Manager, St Joseph's College Mabiri

Thank you also to Heidi Winder who wrote the history sections of the resource.

Our sincerest gratitude to Br Mark Kenatasi and his team at St Joseph's College. This kit wouldn't have been possible without your partnership and generosity. Thank you!

## JOIN US!

**Connect in to hear first hand about our 2023 campaign and from our partners in Bougainville.**

Teacher briefing: 28th February, 3.00pm - 4.00pm AEST  
Register Here: <https://www.eventbrite.com.au/e/423071166247>

Student briefing: 14 March, 12.00pm-1.00pm AEST  
Register Here: <https://www.eventbrite.com.au/e/423072700837>

Student Ambassador workshop: 8 August, 1.00pm-2.00pm AEST  
Register Here: <https://www.eventbrite.com.au/e/423077434997>



# Contents

Welcome	4
About AMS	5
Sacred Spaces	
Called as Neighbours: Praying in Tok Pisin	8
Called to Solidarity	11
Called as Marists: The Sub Tuum	15
Learn about Bougainville	
General History Timeline	18
The Bougainville Crisis	20
Bougainville's Quest for Independence	21
Map and Geography of Bougainville	22
Education in Bougainville	23
The Realities of Education in Bouganville	24
Australia's Relationship with Bougainville	25
Learning Activities	
Discussion, Exploration or Research Questions	26
Learning the Language: Tok Pisin	27
Cooking Lesson	28
Welcome Rituals	29
Music and Celebration	30
Talk Talk, Oral Culture and the Passing On of Stories	31
Fundraising Ideas	
Sing Sing Concert	34
Plant Sale	35
New Release Film Night	36
Sausage Sizzle	37
Trivia Night	38
How to Donate	39



# Welcome

Welcome to our 2023 School Campaign Kit. 2023 is a very special year for Marists in our region as it is the first year of the new Star of the Sea Province. This brings together Marist Brothers and lay people from 11 countries into one large and diverse unit in our global Marist family.

For this year's School Campaign we are listening to and learning from the people of Bougainville. The Marist Brothers have played a significant role in the history of Bougainville, which you'll learn about in the following pages. Our current work there centres around St Joseph's College in the community of Mabiri in central Bougainville.

Over the past year AMS and St Joseph's have worked closely together to prepare St Joseph's to welcome its first Year 11 students in 2024. Thanks to the contributions of Australian Marists we've been able to complete a new dormitory and classroom building and work is underway building teacher housing, ensuring the computer classrooms have strong solar power and installing hydration stations around the school to increase student access to clean water.

There is plenty more to do. St Joseph's is proud to be a strong and self sufficient community, indeed the students are taking the lead on many of the current projects at the school! But government funding is limited and means that investment in critical infrastructure for the school is very difficult to secure. This year your support of AMS will help us build a new kitchen, expand the dining and community space and build toilets and bathrooms for the students.

We hope that you enjoy the following resources and that your students are able to learn more about this beautiful and unique regional neighbour. To launch this campaign, please start with our introduction video: <https://youtu.be/UTvdFJ52mtQ> which gives an overview of the history of Bougainville and St Joseph's impactful work. Please join us throughout the year as we offer opportunities to connect with our Marist community in Bougainville. Please let the AMS team know if we can assist you with anything as you share these stories with your school community.

Yours in solidarity,

Rebecca Bromhead  
CEO, AMS

Br Mark Kenatsi  
Principal, St Joseph's





# About AMS:

## WHO WE ARE AND WHAT WE DO

Australian Marist Solidarity (AMS) believes that education has the power to eradicate poverty and therefore works to ensure young people have access to educational opportunities. With the help of our supporters, we can assist locally led grassroots movements in their initiatives to bring hope and access to education for young people in need. We do this by resourcing them to implement the solutions they have identified.

Our Vision:

- Our vision is of a world that reflects Marists' desire that vulnerable young people are brought towards the centre, from the margins through access to education.

Our Mission:

- Our mission is to empower young people by enhancing their human dignity and developing their capacity to transform their lives and communities.

Our work is inspired by the Marist Brother's founder, St Marcellin Champagnat, and his concern for underprivileged people, especially the young. The Brothers started financially supporting and managing overseas aid and development programs in the Solomon Islands in 1938, which would mark the beginning of what is AMS today. In 2022, we worked in 18 countries, supporting 55 programs. We honor The Brothers by upholding the Marist Way in our work:

- Practicing simplicity
- Offer genuine presence
- Promoting a family spirit
- Modelling love of work
- Following in the way of Mary

We build solidarity, hope and dignity. We believe local people are the experts on the challenges facing their communities. By working directly with community partners, we help them access the skills and resources required to develop quality education and leadership where they need it the most. To help us focus our efforts to ensure their young people reach their brightest potential, our community partners develop projects around three key areas.

The three key areas are:

### » **Access to education**

We assist access to quality education for vulnerable children and young people through projects in primary, secondary and tertiary education programs across Asia and the Pacific.

### » **Facilities for the future**

We invest in infrastructure to ensure safe places for learning.

### » **Resilience and Readiness**

We support programs to build resilience, provide care, and empower vulnerable and marginalised communities to strengthen access to education and workplace-specific skills and knowledge.



## About AMS: **WHERE WE WORK**

AMS now supports communities in 15 different countries within the Asia-Pacific Region. Together we bring dignity, education, and hope to some of the world's most disadvantaged youth and their families.

- Bangladesh
- Bouganville
- Cambodia
- Fiji
- India
- Kiribati
- Myanmar
- Philippines
- Samoa
- Solomon Islands
- Sri Lanka
- Thailand
- Timor-Leste
- Vanuatu
- Vietnam





A photograph of a person's hands holding a yellow corn cob. The person is wearing a brown and blue patterned shirt. A black and yellow sports watch is visible on their left wrist. The entire image is overlaid with a complex, semi-transparent geometric pattern of various colored polygons (brown, green, blue, orange) that create a layered, abstract effect. The text "Sacred Spaces" is centered in the middle of the image.

# Sacred Spaces



# Sacred Space 1:

## CALLED AS NEIGHBOURS - PRAYING IN TOK PISIN

### RESOURCES:

- » Projector with audio-visual
- » Page 8 (Our Father) and 9 (Hail Mary) of this resource
- » Video clip (35 sec): <https://youtu.be/Hn2w8SvGMB0>
- » 3 readers

*Note: You may wish to see or have students participate in the learning activity around language before offering this time of prayer. The Hail Mary is also provided and can be used in the same or a separate prayer session.*

#### Reader 1:

One of the most meaningful things that we can do in a global family is to pray together. It is all the more special and powerful when Marists from different countries and with different mother tongues are able to prayer together in the same language.

Solidarity is about walking together and opening ourselves up to learn about one another. We are now going to learn how to pray the Our Father in the local language of Bougainville, Tok Pisin. You may feel a little vulnerable at first, but remember, that is often a sign that you are getting out of your comfort zone in order to learn something about another community.

#### Reader 2:

Let's listen to the video the first time and notice how some of the words are very similar to English. *(play the video a first time)*

As we listen a second time, try and join in and read along with the speaker. *(play the video clip a second time)*

Now, this time, we will pray the Our Father as we say it in Tok Pisin. Let's first prepare ourselves by creating an attitude of prayer. Close your eyes for a moment and remember we are in God's presence. *(pause)*

Ok, let's now pray the Papa bilong mipela olgeta together. *(play the video clip a third time)*

#### Reader 3:

Lord, we give thanks for the diversity of your world. Help us appreciate the gifts that our brothers and sisters from other countries offer our communities – both locally and globally. As we continue our day, remind us that we are just a tiny corner of your creation and help us be open to learning more about other people and places in this beautiful world.

#### Leader

St Marcellin Champagnat  
Mary our Good Mother  
St Mary of the Cross McKillop  
St Peter Chanel  
And may we always remember

#### Response

Pray for us  
Pray for us  
Pray for us  
Pray for us  
To pray for one another.



# THE LORD'S PRAYER IN TOK PISIN

Papa bilong mipela olgeta

*"Father who belongs to us" = Our Father*

Yu stap long heven.

*"you are in heaven" = who art in heaven.*

OI I santuim nem bilong yu i kamap.

*"We make your name sacred" = Hallowed be thy name.*

Mekim kingdom bilong yu i kamap.

*"Make your kingdom come" = Thy kingdom come.*

Mekim ol harim tok lo yu - lo graun,

*"Strengthen us to follow what you wish on earth" = Thy will be done on earth,*

olasem ol i bihainim yu long heven.

*"also as it is followed in heaven" = as it is in heaven.*

Tude, givim mipela kaikai inap long tude

*"Give us food enough for today" = Give us this day our daily bread*

Na pogivim rong bilong mipela

*"Forgive the wrongs of us" = forgive us our trespasses*

olasem mipela i pogivim ol narapela manmeri i mekim rong long mipela.

*"also we forgive others doing wrong to us" = as we forgive those who trespass against us.*

Sambai long mipela long taim bilong traim

*"Stand by us in time of trial/temptation" = Lead us not into temptation*

Na rausim olgeta samting nogut long mipela.... Amen.

*"And remove all bad things from us" = But deliver us from evil.*





# EM NAU I PRE LO AVE MARIA

## The Hail Mary in Tok Pisin

Ave Maria, yu pulap lo grasia  
*Hail Mary, Full of Grace*

Lord i stap lo yu.  
*The Lord is with you.*

Ol I onarim yu moa lo ol meri  
*Blessed art thou amongst women*

Na ol I onarim Jisas em I pikini lo bel lo yu.  
*And blessed is the fruit of thy womb, Jesus.*

Santu Maria, mama bilong God  
*Holy Mary, Mother of God,*

Pre lo halapim mipela manmeri lo pekato  
*Pray for us sinners*

Nau, na taim lo mipela I dai. Amen.  
*Now, and at the hour of our death. Amen.*



# Sacred Space 2: CALLED TO SOLIDARITY

*This sacred space session centres around Pope Francis' Encyclical 'Fratelli Tutti'. The reflections and prayers below are adapted from the Fratelli Tutti program development by AMS in collaboration with the Marist Mission and Life Formation team.*

## RESOURCES:

- » 1 leader
- » 5 student readers
- » Copies of the text for readers
- » You may wish to provide the discussion questions on a board or screen

### INTRODUCTION

#### Leader:

An encyclical is a letter from the Pope to the faithful. Pope Francis begins the encyclical *Fratelli Tutti* by addressing “all people of goodwill” and invites us into a dialogue of friendship with those who are distant or unfamiliar to us. He observes the realities of an ever inwardly facing world, which leaves injured people by the roadside, cast out and discarded and humanity plunged into confusion, loneliness, and desolation. Referring to the Parable of the Good Samaritan, Francis suggests we have one of two attitudes when we come upon an injured stranger on the road, we can pass by or we can stop to help. Our choice to include or exclude the injured stranger reveals something of character and gives rise to reflection on the political, social or religious groups we belong to.

Let's listen to the Gospel reading of the Good Samaritan. This reading is probably already familiar to you. In the style of Ignation prayer, close your eyes and place yourself as a witness to the story as you listen. Study the situation. Take note of what is occurring as it unfolds. What are you noticing?

### We Listen

#### Reader 1:

*A Reading from the Gospel of Luke, Chapter 10, verses 25-37*

“Just then a lawyer stood up to test Jesus. ‘Teacher,’ he said, ‘what must I do to inherit eternal life?’ He said to him, ‘What is written in the law? What do you read there?’ He answered, ‘You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself.’ And he said to him, ‘You have given the right answer; do this, and you will live.’ But wanting to justify himself, he asked Jesus, ‘And who is my neighbour?’

Jesus replied, ‘A man was going down from Jerusalem to Jericho, and fell into the hands of robbers, who stripped him, beat him, and went away, leaving him half dead. Now by chance a priest was going down that road; and when he saw him, he passed by on the other side. So likewise a Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan while traveling came near him; and when he saw him, he was moved with pity. He went to him and bandaged his wounds, having poured oil and wine on them. Then he put him on his own animal, brought him to an inn, and took care of him. The next day he took out two denarii, gave them to the innkeeper, and said, ‘Take care of him; and when I come back, I will repay you whatever more you spend.’



Which of these three, do you think, was a neighbour to the man who fell into the hands of the robbers?" He said, 'The one who showed him mercy.' Jesus said to him, 'Go and do likewise.'"

## Reader 2:

*An important message from the encyclical Fratelli Tutti*

Pope Francis calls us to rediscover our vocation as citizens of our own nations and of the entire world. He summons us to be builders of a new social bond and to be aware that the existence of each and every individual is deeply tied to that of others: life is not simply time that passes; life is a time for interactions (FT 66). We are called to rebuild our hurting world, to form a community of men and women who identify with the vulnerability of others, who reject a society of exclusion, and who act instead as neighbours, lifting up and rehabilitating the fallen for the sake of the common good (FT 67).

The story of the Good Samaritan is constantly being repeated in our world. Today, we can begin again: Pope Francis calls us to take an active part in healing and renewing our troubled societies. We must foster what is good and place ourselves at its service (FT 77). Jesus transforms the form of the question by asking what it means to be a "neighbour" to others. He calls us to be neighbours to everyone, even to those who are distant (FT 81). We are called to practice a universal love that is able to overcome historical prejudices, cultural barriers, and petty interests (FT 82).

## We Reflect and Discuss

### Leader:

*Break into pairs or groups of three and share your reflections on one or more of the following questions:*

1. Pope Francis states that, at times, we are each of the characters in the parable of the Good Samaritan. Share an experience when this has been true for you.
2. Pope Francis notes that the Good Samaritan offered a commodity that we cling to tightly in our frenetic world, "he gave him his time" (FT63). What makes the giving of our time to others so difficult?
3. Listening and true dialogue requires persistence. Why are people unwilling to encounter those they find "unpleasant or disagreeable" (FT47-50)?
4. What does this phrase mean, "no longer think in terms of 'them' and 'those', but only 'US'?" (FT35)



*Depending on the length of the session the leader may wish to invite participants to share something from their discussion with the larger group.*

## **We Pray**

### **Leader:**

We start our prayer with the sign of the cross: In the name of the Father and of the Son and of the Holy Spirit. Amen.

The response is: *Lord hear our prayer*

### **Reader 3:**

For the victims of the pandemic, especially those who are sick, those affected due to unemployment, disparity of rights, racism & poverty. In solidarity we pray,

*Lord hear our prayer*

### **Reader 3:**

For countries that are in political crises. For its leaders to be guided by the Holy Spirit in their decision-making, and work for the betterment and well-being of its people as a nation but not for selfish motives at the expense of others. In solidarity we pray,

*Lord hear our prayer*

### **Reader 4:**

That we are generous of heart in offering our time to listen and be transformed by others. In solidarity we pray,

*Lord hear our prayer*

### **Reader 4:**

May our horizons be expanded and our hope made bold in a life that is more beautiful and worthwhile. In solidarity we pray,

*Lord hear our prayer*

### **Leader:**

For what else shall we pray?

*(participants are welcome to offer their own prayer)*

### **Reader 5:**

*Prayer to the Creator*

Lord, Father of our human family,  
you created all human beings equal in dignity:  
pour forth into our hearts a fraternal spirit



and inspire in us a dream of renewed encounter, dialogue, justice and peace.  
Move us to create healthier societies and a more dignified world,  
a world without hunger, poverty, violence and war.  
May our hearts be open  
to all the peoples and nations of the earth.  
May we recognize the goodness and beauty  
that you have sown in each of us,  
and thus forge bonds of unity, common projects, and shared dreams.  
Amen.

**Leader:**

We close our prayer with the Marist Litany.

**Leader**

St Marcellin Champagnat  
Mary our Good Mother  
St Mary of the Cross McKillop  
St Peter Chanel  
And may we always remember

**Response**

Pray for us  
Pray for us  
Pray for us  
Pray for us  
To pray for one another.

Together, we make a sign of God's love.

In the name of the Father and of the Son and of the Holy Spirit. Amen.



# Sacred Space 3: CALLED AS MARISTS

## RESOURCES:

- » Copy of Sub Tuum text
- » Camera or phone

### INTRODUCTION

The Sub Tuum is a very special Marist prayer and it is familiar to many of us from school Masses or perhaps even from the sports field.

### HISTORY OF THE SUB TUUM<sup>1</sup>

The prayer that we often call the Sub Tuum is one of the Church's most ancient, and certainly the oldest prayer known that invokes Mary. In the University of Manchester there is a papyrus copy of this text in Greek that is dated approximately to the year 250AD and comes from the early Christian community of Egypt. So it goes way back.

The term used for Mary in the original Greek is Theokotos which means "God-bearer" or "Birth-giver to God". In the Latin version with which we are more familiar this is translated as Dei Genetrix. For us Marists, this term goes to the heart of our spirituality and our mission. Water from the Rock, our seminal text on Marist spirituality, puts it this way: "Marists understand their project to be a sharing in Mary's work of bringing Christ-life to birth and being with the Church as it comes to be born." So while the prayer belongs to all Christians, it certainly has a special significance for Marists. We like to sing it on all important Marist gatherings.

Our fellow Marist students at St Joseph's College Mabiri have recorded themselves singing the Sub Tuum for us, as a sign of our shared Marist identity and faith.

We would like to send back to these students a video of our Marist school communities in Australia singing the hymn with, and for them. Given the special time of 2023 as the first year of the Province of the Star of the Sea, we will also share this video with our Marist brothers and sisters across the other 10 countries in our new Province.

Please record a group from your school singing the Sub Tuum and have your staff member provide it to AMS by emailing [ams@marists.org.au](mailto:ams@marists.org.au). You may wish to involve your choir or band, you may wish to have your solidarity or mission group sing the prayer, you may wish to involve your school leaders, another group or the entire school. It is completely up to you! We hope to compile a rich mix of our school communities praying this ancient hymn together and look forward to sharing the final version with you and with our Marist neighbours soon!



## SUB TUUM

Sub Tuum praesidium  
confugimus, confugimus,  
Sancta Dei Genitrix,  
Sancta Dei Genitrix

Notras deprecationes  
ne despicias, ne despicias,  
In necessitatibus nostris.

Sed a pericular cunctis  
Libera nos semper,  
Virgo Gloriosa  
et benedicta.

Sub Tuum praesidium  
confugimus, confugimus,  
Sancta Dei Genitrix,  
Sancta Dei Genitrix

## Translation

We fly to your protection,  
O Holy Mother of God.  
Do not despise our prayers,  
but deliver us from all danger,  
O glorious and blessed Virgin.



An aerial photograph of a village in Bougainville, featuring numerous small buildings with colorful roofs (blue, green, orange, and grey) scattered across a lush green landscape. The village is surrounded by dense tropical vegetation, including many palm trees. A dirt road or path runs through the center of the village. The text "Learn about Bougainville" is overlaid in the center of the image.

Learn about Bougainville



# Learning:

## GENERAL HISTORY TIMELINE

### THE AUTONOMOUS REGION OF BOUGAINVILLE - AROB (OTONOMOS REGION BILONG BOGENVIL)

Some key dates in Bougainville's history:<sup>2</sup>

Approximately 8000 years ago: Bougainville was first settled.

1768: The French explorer Louis Antoine de Bougainville sailed for three days along the coast and named the main island after himself.

1885: Buka Island was placed under a German protectorate and remained under that administration by virtue of a British-American-German agreement.

1902: Christian missionaries arrived in Bougainville.

1914 - 1975: The Territory of New Guinea was administered by Australia.

1920: After WWI, Bougainville became part of the Australian Territory of New Guinea under a League of Nations mandate.

1942: Japan invaded Bougainville, but allied forces launched the Bougainville campaign to regain control of the island in 1943.

1975: PNG Independence from Australia.

1988: Start of the Bougainville Civil War, locally known as 'the crisis'.

1989: The Panguna mine was closed.

1989-1991: Rebels controlled the island.

1990: The Endeavour accords, which restore services but defer Bougainville's political status are signed by PNG and BRA aboard the New Zealand warship.<sup>3</sup>

1991: Federal troops regained control of Bougainville. However, the conflict continued until the late 1990's.





1998: Australian led Peace Monitoring Group (PMG) established to monitor the ceasefire.

2001: Bougainville Peace Agreement (BPA) was reached which called for Bougainville and nearby islands to form an autonomous region.

2003: Withdrawal of regional PMG.

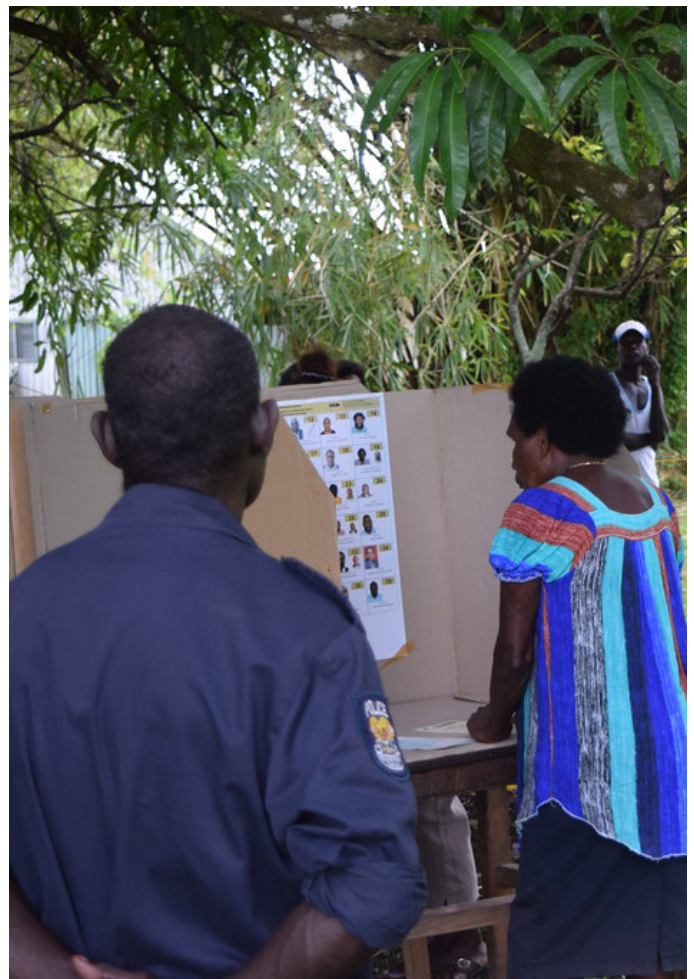
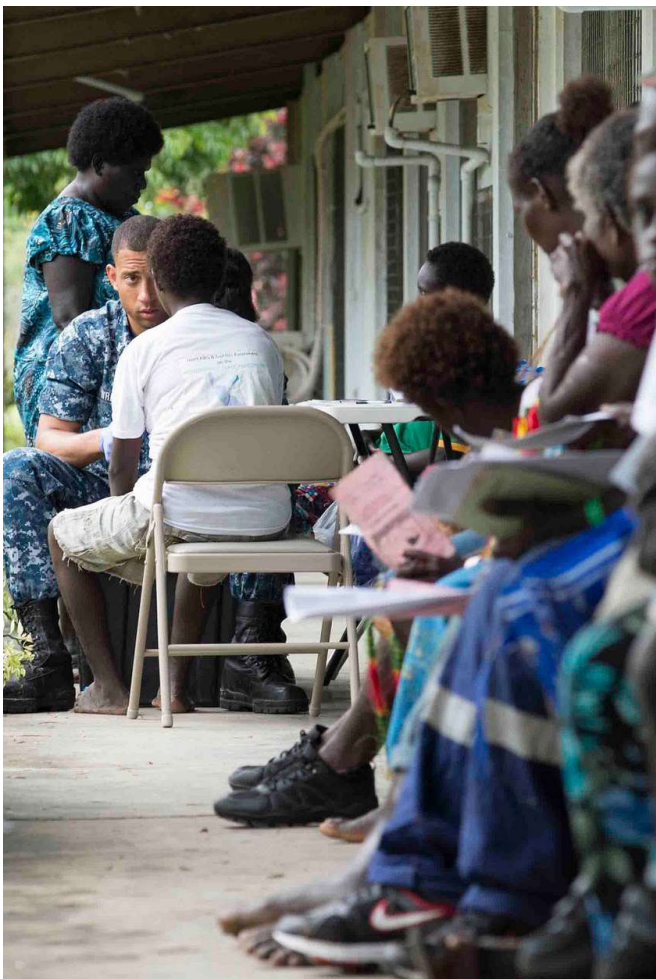
2004: A constitution was approved, and elections were held the following year.

2005: The new government, headquartered at Buka, was sworn in. Joseph Kabui elected as the first ABG President.

2015: Bougainville Mining Act 2015 enacted, giving traditional landowners a say in mining licences and mineral extraction.

2019: Referendum to decide whether Bougainville remain a part of Papua New Guinea or become an independent nation.

2027: The future date set for Bougainville's Independence.<sup>4</sup>





# Learning:

## THE BOUGAINVILLE CRISIS



### The Role of the Marist Brothers

The Marist Brothers established St Joseph's College in the village of Rigu in 1949, having been in Bougainville since 1941. During the Bougainville conflict, the school was burnt to the ground along with most buildings on the island. Many Marist Brothers stayed in Bougainville during the first years of the conflict but were eventually forced to flee for their lives to the Solomon Islands and escape through the naval blockade imposed by the PNG Government. The Marist Brothers returned towards the end of the conflict and in 1999 established a new St Joseph's College in the village of Mabiri.

The new St Joseph's was purposely developed to educate ex-combatants and other young men of the crisis generation. Marist Brothers were at the forefront of peace and reconciliation efforts in the area, pioneered by Brother Pat Howley who facilitated reconciliation through restorative justice practices as the western

court system collapsed.

St Joseph's College is a legally registered education institute with the Department of Education in PNG, Division of Education in Bougainville, and with the Catholic Education Agency. The school offers kindergarten, elementary and primary school to 264 boys and girls, and lower secondary and vocational education to a further 393 boys and young men. This is a total school enrolment of 657 students, including boarders.

The Bougainville civil war, otherwise known as 'the crisis', commenced in 1988 and caused the deaths of an estimated 10,000 to 15,000 civilians.<sup>5</sup> Nearly ten years of war resulted in almost complete destruction of the Island's economic and social infrastructure.

At the centre of the conflict, in a 'no-go' zone declared by rebel leader Mr Francis Ona, was the abandoned open-cut Panguna copper mine.<sup>6</sup> The Panguna mine was operated by Bougainville Copper Limited (BCL) (majority owned by Rio Tinto for 17 years from 1972 until 1989), when operations were suspended due to uprising against the mine. The conflict was triggered by communities demanding greater compensation from the mine. The Panguna mine is estimated to be worth \$60 billion.<sup>7</sup> However, the mine has been said to be a catalyst for the conflict rather than the direct cause.<sup>8</sup> A number of related historical factors and pre-existing tensions contributed to the eventual outbreak of violence.



# Learning:

## BOUGAINVILLE'S QUEST FOR INDEPENDENCE

Bougainville has sought Independence for decades. In 1968, when Papua New Guinea was still under Australian control, Bougainville called for a referendum on independence or incorporation into the Solomons, without success. In 1975, two weeks before Papua New Guinea gained independence from Australia, Bougainville declared its own independence, but the motion was disregarded.<sup>9</sup> In 2019, a peaceful but non-binding referendum was held, and the result was overwhelmingly in favour of sovereignty for the island, with almost 98% of the votes supporting independence. The Papua New Guinea government and Bougainville have agreed that the region will attain full independence in 2027 pending approval of the PNG government.<sup>10</sup>

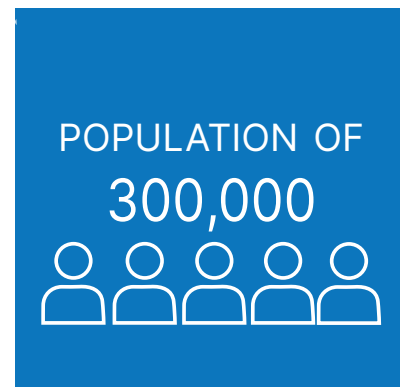
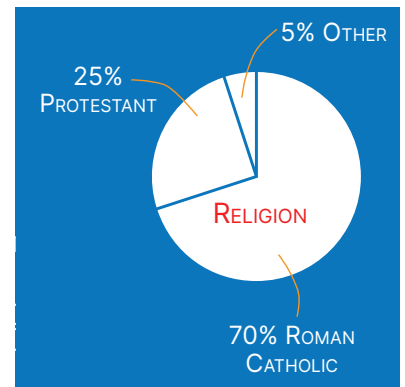
But even with the nearly unanimous referendum, independence is far from guaranteed. As the two sides negotiate in the coming years, the risk of stalled negotiations and mismatched expectations is high.<sup>11</sup> Papua New Guinea is unlikely to let it secede, but Bougainville is unlikely to settle for anything less than full independence, and positive relations between the two governments will be of paramount importance in the coming years. Meanwhile, intensifying U.S.-China competition in the South Pacific creates wider implications for Bougainville's potential independence.



**"Independence has been our dream since the days of our forefathers. We have fought for it, and won the war, but we have not yet won the battle! We have now translated it into a number (the 97.7% vote), without any significant minority throughout Bougainville. Let there be no doubt, about the legality and validity of the Referendum and the results, as the Referendum is captured in the Organic Law on Peacebuilding in Bougainville and Referendum and inserted into the PNG Constitution".**

**– President Hon. Ishmael Toroama  
(2020 ABG Inauguration)**

# Learning: GEOGRAPHY



## Key Facts and Figures:

- Capital: Buka Town (formerly Kieta)
- Population: Approx 300,000 (2019 census)
- Religion: The majority of people on Bougainville are Christian, an estimated 70% being Roman Catholic.
- Landmass: 9,384km<sup>2</sup>
- ARoB is comprised of two main islands, Bougainville Island and Buka Island, and many small islands and atolls. Highest point is Mount Balbi, reaching 2,715m above sea level.
- Currency: Papua New Guinean Kina (PGK)
- Language: Tok Pisin (with 9 main language groups)
- Major industries: Copper, Copra, Cocoa, Timber, Fisheries, Agriculture, Gold

## Significant Leaders:

- President: Hon. Ishmael Toroama (since 2020)
- John Momis- Bougainville President from 2010-2020
- Philip Miriori- Special Mining Lease Osikaiyang Landowners Association ("SMLOLA") Chairman
- Francis Ona and Sam Kauona- Former Rebel Leaders



# Learning:

## EDUCATION IN BOUGAINVILLE

A PNG National Education Plan was released in 2020, focused on 'Achieving Quality Education for All' covering the period from 2020 until 2029. Three new focus areas have been included in the plan: Early Childhood Education (ECE), Equity, and Citizenship and Christian Values.<sup>12</sup> The extent to which this plan will be rolled out through Bougainvillean schools is questionable given the period of transition to independence.

With 40% of Bougainville's population under age 15, education is likely to be a top priority for Bougainville, where consideration must be given on how to deal with the reality that it only has seven lower secondary schools and four upper secondary schools.<sup>13</sup>

On 29 April 2014 the Bougainville Education Act was passed, which, in conjunction with the Bougainville Public Services Act (2014) saw the Autonomous Bougainville Government (ABG) Division of Education become the Bougainville Education Department (BED). This meant that the Papua New Guinea Education Act no longer applied to AROB. The BED is guided by the Bougainville Education Plan, Sustainability and Self Reliance (2007-2016)<sup>14</sup> that has not yet been superseded by a newer version. Bougainville has prioritised youth development, and it currently dedicates around 34% of its total budget to education.<sup>15</sup>

Some schools in Bougainville remain understaffed and under-resourced. Large portions of the illiterate 'lost generation' have been unable to access social support or alternative education options or benefit from external resources and opportunities and are left to face the economic challenges resulting from years of civil strife. While the younger generation have more educational opportunities today, many do not attend school.<sup>16</sup>

Even so, the National Statistical Office Census (2000) reports shows AROB literacy rates are well above the national PNG average (AROB: 76.70%, National: 56.20%). However, when compared to other countries, PNG's adult literacy rate is regarded as one of the lowest in Asia and Pacific.<sup>17</sup>

A Survey Report entitled 'Oi Yu Tokaut' was released in

2019, outlining what Bougainville Youth think about their future, the survey interviewed more than 1700 Bougainvillean youth between the ages of 15 and 35. The findings highlight that Bougainvillean Youth have Primary and Secondary levels of education that compare with PNG, but tertiary levels are much lower. The demand for practical livelihoods education and training far outstrips the demand for formal qualifications.<sup>18</sup>

Educating and mobilising a 'lost generation' of younger people disenfranchised by the war is critical to Bougainville becoming an independent, economically viable nation.





# THE REALITIES OF EDUCATION IN BOUGAINVILLE

- Over 90% of Bougainvilleans live in rural areas.<sup>19</sup>
- Only 4% of the rural population of PNG aged 15 and over have a tertiary qualification, compared to 16.6% of those who live in urban areas.<sup>20</sup>
- There are only 7 lower secondary schools and 4 upper secondary schools in all of Bougainville.
- Approximately 500 upper secondary school positions exist for an estimated age cohort of several thousands.<sup>21</sup>
- Prior to the implementation of the TFFE policy, around one-third of Bougainvillean school aged children were not in school.<sup>22</sup>
- Bougainvillean primary students fall below the PNG national averages in student performance for numeracy, literacy and writing.<sup>23</sup>





# Learning:

## AUSTRALIA'S RELATIONSHIP WITH BOUGAINVILLE

As Australia's nearest neighbour (150 km at the closest point), a stable, prosperous, peaceful and resilient PNG is critical to Australia's interests. Australia is PNG's largest development partner and its main partner on economic and security issues.

Bougainville was administered by Australia from WWI until 1975. After PNG's independence, Australia has been heavily involved in the peace process for Bougainville. Australia financed and provided personnel and logistics for several major peacekeeping operations on Bougainville over the years, beginning with a short-lived South Pacific Regional Peace Keeping Force (SPRPKF) in 1994 and finishing with a Truce Monitoring Group (TMG) and its successor, the Australian-led Peace Monitoring Group (PMG), which withdrew from Bougainville in 2003. These were significant operations involving military deployments amounting to hundreds of millions of Australian dollars.<sup>24</sup>

For two decades, Australia has been delicately straddling the politics of PNG and Bougainville. Australia wants to ensure a peaceful future for Bougainville while still providing diplomatic support to PNG. A peaceful resolution in Bougainville is important for Australia. At a time of growing geopolitical contest in the region, Australia and its regional partners will be keen to demonstrate they remain reliable security guarantors in the Pacific region.<sup>25</sup>



# Learning Activity:

## DISCUSSION, EXPLORATION & RESEARCH QUESTIONS



### **Power, Peace & Conflict:**

Watch the following video (17 mins): The Aftermath of War in Bougainville 2011

<https://youtu.be/nbHdqDXDNv8>

Research how a Peace Agreement can be used to broker peace. What considerations need to be made when formulating such an agreement? Who was involved in brokering the Peace Agreement for AROB?

Extension exercise: Make a list of all the power holders in relation to Bougainville from 1988 until 1998- who was the most powerful decision maker?

### **Independence:**

Research the 2019 referendum in Bougainville. Make a list of the reasons that Independence for Bougainville may be stalled in 2027.

### **Colonisation:**

Consider how explorers such as Louis Antoine de Bougainville were able to name islands in the 17th Century without even setting foot on land, even though they had been inhabited for centuries. How often did this happen in the Pacific region?

### **Foreign Ownership of Mines:**

Research how the foreign ownership of an asset worth \$60 billion opened Bougainville up to exploitation? Consider both sides of the argument, the positives and negatives of re-opening the mine. What do the Bougainvilleans need to do to mitigate their risks if they do decide to re-open the mine?



# Learning Activity:

## LEARNING LANGUAGE

Papua New Guinea is linguistically one of the most complex nations in the world, with over 800 languages spoken. On the island of Bougainville 13 languages are spoken, however, none of the languages are spoken by more than 20% of the population. The larger languages such as Nasioi, Korokoro Motuna, Telei, and Halia are split into dialects that are not always mutually understandable.

Because of their long administration by Britain and Australia, English is one of the official languages and is used for most government functions and in schools. Another official language is Tok Pisin (often called pidgin) which is more widely spoken than English. It's an English based creole language that was developed primarily so that people of the various other language groups and villages could communicate with each other.

See how you go pronouncing and remembering the following words and phrases in Tok Pisin!<sup>26</sup>

English	Tok Pisin
Welcome	Welkam
Hello	Gude
Hi	Hai
How are you?	Yu stap gut? Yu olsem wanem?
Reply to 'How are you?'	Mi stap gut
Long time no see	Longpela taim mi no lukim yu
What's your name?	Wanam nem bilong yu?
My name is...	Husat nem bilong yu? Nem bilong mi emi ... Nem bilong mi i ...
Where are you from?	Ples bilong yu we? Yu kam long wanem hap? Yu bilong wanem hap?
I'm from...	Ples bilong mi ... Mi bin kam long ... Mi kam long ... Mi mangi ...
Pleased to meet you	Gutpela long bungim yu

Good morning	Moning Moning tru Moning nau
Good afternoon	Apinum
Good evening	Apinum Gut nait
Good night	Gut nait
I understand	Mi save tok bilong yu
I don't understand	Mi no harim tok bilong yu
Yes	Yesa
No	Nogat
Maybe	Ating
I don't know	Mi no save
Stop	Stap
How much is this?	Hamas long dispela?
Sorry	Mi sori Mi sori tumas
Please	Plis
Thank you	Tenkyu Tenkyu tru Tenkyu tumas
1	wan
2	tu
3	tri
4	foa
5	faiv
6	sikis
7	seven
8	et
9	nain
10	ten

# Learning Activity:

## COOKING LESSON

**Tama Tama- Serves 6 people**

### Ingredients

- » 1.5 cans Ayam coconut cream (600ml)
- » 20 ripe plantains (cooking banana)

### Method

Step 1: Peel your plantains- the riper the better!

Step 2: Once the plantains are peeled, start mashing. A mortar and pestle is a great substitution for the traditional wooden bowl and stick. If you are using a blender/food processor, make sure the plantains remain sticky enough to mould.

Step 3: Using your hands, roll the plantains longways. To help with moisture, dip your fingers into the coconut cream while rolling. This provides a gentle coat to the palm of your hands, to help with the stickiness of the plantains.

Step 4: In a deep pot, add the coconut milk. Then add the plantains. Cook on a medium heat with lid for 15 mins, or until coconut milk is hot and starts bubbling. Using a fork, gently poke the plantains to check if they are cooked. The centre should be soft.

Step 5: Remove the pot from heat and then transfer to a bowl. Use a large serving spoon to dish out the Tama Tama. This ensures the plantain remains covered in coconut milk.

Step 6: SERVE while hot!

**Tip:** You can buy plantains at any Asian or local grocer.





# Learning Activity:

## WELCOME RITUALS

When visitors arrive at St Joseph's College Mabiri, students like to welcome them with a display of their story. This is an introduction to a sharing of their culture with the visitors.

The students from St Joseph's Mabiri, welcome visitors to their community through song and dance, making their outfits from their surroundings. Their song and dance can include a demonstration of how they hunt, cook and other skills they like to share with their guests.

Traditional dress is a grass skirt and tapa cloth made from tree bark and dyed with natural colours. Both men and women leave the upper body unclothed and cover only the lower body and the thighs and decorate themselves with different kinds of traditional jewellery such as necklaces, belts, armbands and hairbands.<sup>27</sup>

### Reflection activity: How do we 'welcome' in Australia?

Aboriginal and Torres Strait Islander people have practised welcome to country traditions for thousands of years. Read here all about how and why this practice is important to our Aboriginal and Torres Strait Islander culture [Acknowledgement of Country and Welcome to Country - Reconciliation Australia](#). Key aspects of welcomes include an acceptance of other, sharing of identity, invitation to be with and remain safe.

### Discussion

How do we welcome people to our:

- Home?
- School?
- Country?

Think about significant events and the different ceremony observed as a form of welcome. What is something we can learn about the importance of welcome from the people of Bougainville?

Identify similarities and differences between Bougainvillean and Aboriginal & Torres Strait Islander people's welcome.



Watch the video on AMS receiving a traditional Bougainvillean welcome (1 min 21 sec):

<https://youtu.be/8Ft7VnUuTfA>

# Learning Activity:

## MUSIC AND CELEBRATION



Music plays a big role in Bougainvillian culture, particularly for special occasions and celebrations. One of the most distinctive local sounds is that of the Bamboo Band. Watch the clip provided, which was captured at our Marist school, St Joseph's College Mabiri in Bougainville, to get a sense of the rhythm and energy that these bands generate.

**St Joseph's College Mabiri Bamboo Band (54 sec):**

<https://youtu.be/BtEtCCZNNw0>

In this learning activity students will be making their own version of a pan pipe to play together. There are a number of options and links provided below, it is good if a staff member can review these and select the one most suitable for your students.

Three options:

- Small pipe made out of straws (preferably cardboard straws to limit litter waste)
- Small handheld pipe made out of PVC pipe or bamboo
- Large PVC pipes like the Bougainville Bamboo Band (note, you'll need some thongs!)

### Plastic Straw Panpipes

Here are the instructions on how to make a pan pipe out of straws:

<https://artsactive.org.uk/wp-content/uploads/2020/04/Making-Pan-Pipes-from-Straws.pdf>

Here are some videos that could be used as a step by step guide (1 min 34 sec).

Straw Pan Pipe - <https://youtu.be/BaymX3qJRbQ>

### Challenge

The other panpipes follow the same instructions it is just on a grander scale. Here is some footage of the Bougainville Bamboo Band in action with the instruments (16 min 24 sec) -

<https://youtu.be/ka4yL4O1i5I>

Now give the students a chance to try and create their own rhythm on their new instrument! If this goes well you may wish to choose a small section of the video clip for students to try and recreate.



# Learning Activity:

## TALK TALK, ORAL CULTURE AND THE PASSING OF STORIES

For many countries and cultures in the world written literacy is a relatively new thing. Stories and knowledge were, and in many places are still, passed down through oral or verbal/spoken traditions. Traditional Bougainvillian culture is practised orally, with important cultural knowledge passed down verbally from generation to generation. This is also the case for many of our Australian Indigenous cultures.

During the Bougainville crisis, most schools were destroyed, severely disrupting the education system. For over 25 years, there was limited access to education in Bougainville, resulting in a generation of youth and adults with limited literacy, basic education and vocational skills. 43% population over the age of 15 years are illiterate, and of this group, illiteracy is the highest among females. This generation is sometimes referred to as the 'lost generation'.

For more information on the impact of this in Bougainville see the following:

[https://arob.education.gov.pg/Adult\\_Literacy/Adult%20Literacy%20Information%20Upddates%202015.pdf](https://arob.education.gov.pg/Adult_Literacy/Adult%20Literacy%20Information%20Upddates%202015.pdf)

It's important to note that written or literate cultures are no more 'advanced' or valuable than oral cultures. There are advantages and disadvantages to both styles of communication and knowledge holding and sharing. However, in a rapidly globalising world, written literacy is becoming more and more important for young people to be able to access employment and other opportunities.

One of the possible dangers of verbal communication in all cultures is misunderstanding. Misinformation is not always deliberate, messages may change dramatically or subtly as they are passed along.

Likewise, a danger in relying too heavily on written literacy is that people lose the skills of really listening to understand one another. Bougainvillians rely heavily on verbal communication or Talk Talk and they are excellent at listening. We have a lot to learn about listening attentively from the people of Bougainville.



### Listening activity 1: "Draw my picture game"

**Objective: To illustrate how difficult it is to give clear instructions as well as how hard it is to listen, and to show how things are easily misunderstood and misinterpreted.**

Students work in pairs and take turns to instruct their partner to draw a picture. Have a picture ready for students to use as their model. Something simple like a classroom object works well, but you may wish to include pictures of cultural items.

#### Method:

- Divide participants into pairs.
- Give one member of the pair a picture which must not be shown to their partner.

# Learning Activity:

## TALK TALK, ORAL CULTURE AND THE PASSING OF STORIES (CONT.)

- The pair sit back to back and the person with the picture must give instructions to their partner so that they can draw it. The person describing must not say what it is, e.g if describing a simple cartoon face they must say things like, 'draw a circle, draw two more circles inside the circle about half way up etc'. The person describing the picture cannot watch the person drawing it.
- Compare the drawing with the original.
- Hand out more pictures and ask participants to swap roles.
- The person with the picture can give instructions in a similar manner as in part 1 but this time the person drawing can ask yes/no questions and the person with the picture can watch as they draw.

### Reflection:

- Why don't many of the pictures look like the original? (Interpretation: everyone has a different interpretation, directions were not clear, not able to give or get feedback).
- What were your frustrations as the source of the message (giving instructions), as the receiver of the message?
- What might be the impact on people in a community who rely solely on word of mouth to communicate traditions, culture and general news of the island?

### Listening activity 2: The Telegraph Game

#### Method:

- Split the class into two lines of roughly equal numbers.
- Tell them that they have to be quiet.
- The teacher whispers the same short message to the students standing at the front of the line i.e. Please bring me a basket of bananas.
- Ask the students to whisper it to the person standing behind them. They then whisper what they just heard to the next person.
- This goes on continuously until it reaches the last person.
- They come to the front and quietly tell the teacher.

- It's amazing how different the final phrase can be from the original!

### Reflection:

What the Telegraph Game can teach you about life:

1. What others say is not always correct.
2. Passing on of stories can end up with the message being misconstrued along the way.
3. Listening carefully and clearly to other people is of great value.
4. Before gossiping or repeating what you hear, check the facts.
5. Clear speech and pronunciation are key elements of good communication.
6. Patience is important to the end game.
7. Always be careful what you tell other people.
8. It's easy for people to pass on what you say.
9. The only way to 100% trust what you hear is to hear it from the original source.
10. Some people change the facts because of misunderstanding, but sometimes it may be just for



The background image shows a science classroom. In the foreground, a wooden table holds a box of 'SUNNY Color CHALK' (100 sticks, 8 colors), several glass jars containing liquids of different colors (yellow, orange, brown), and two wooden test tube racks. One rack holds several test tubes with colored liquids. The background is slightly blurred, showing shelves and other classroom items. A vibrant, multi-colored geometric pattern, resembling a mosaic or stained glass, is overlaid on the entire image, creating a dynamic and artistic effect.

# Fundraising Ideas



# Fundraising Idea:

## SING SING CONCERT

Sing Sing is the name for a community gathering with singing and dancing in Bougainville. Hosting a Sing Sing / Bougainville Dance and Song Concert is a fantastic way to share Bougainvillian culture with your school community and could also be a great way to raise funds for Australian Marist Solidarity and to support our Marist community in Bougainville.

### Step-by-Step

1. Organise 5 staff or student groups to volunteer as the song/music artists and 5 staff or student groups as the dance acts.

*Hint: Maybe you can get the school Principal/school executive involved in a group?*

*Tip: for the music groups you may wish to create bamboo bands (see learning activity)*

2. Provide the groups with a video clip of a set piece of traditional Bougainvillian music or part of a song. Give them enough time to practice the piece in question. You could either do this on the day, maybe half an hour to an hour before the concert or alternatively some time in advance, particularly if a whole class is providing the groups as part of their studies.

3. Organise the concert at a time that is most suitable for the school calendar. It may be part of a large formal gathering (e.g Assembly or Mission Day) or it may be a less formal occasion, e.g a lunchtime activity. Remember to give students notice to bring a one dollar coin in to 'vote' on their favourite act.

4. At the concert, each group previews the song or dance and does their best to replicate this on the stage in front of their peers. At the end of the concert, show the original Bougainville song or dance to the school to show how close the participants were to replicating the traditional Bougainville dancers and singers.



5. School community members then vote for the best act by putting money in the fundraising bucket allocated to each group. Number these 1-10 for each act.

6. The group that has the most money in their bucket is the winner. All money collected goes to AMS.



# Fundraising Idea:

## PLANT SALE



*Note: this is a year long activity, you will need to start in Term 1 to have plants ready for sale in Term 4.*

*Tip: This could be a wonderful activity for your school's Environment Club or for classes who are studying the Papal Encyclical on ecological citizenship, Laudato Si.*

### Step-by-Step

Here's a month-by-month outline on how to run this event for your own school.

1. In early February, meet with your environment club or create an environmental team of staff and students. Think of a catchy name for the group like the "Enviro Crusaders".

2. In March, find a suitable place in the school to set up your own nursery.

3. In April, plant seeds and propagate cuttings. Get staff or parents to contribute cuttings or plant seeds for this activity. Useful plants are Australian natives, herbs, succulents and shrubs. Local seed suppliers may support your efforts.

4. In May, June, and July, make sure your team has a roster for watering and transplanting the growing plants into bigger pots over the year. This is important! You want to sell flourishing, healthy plants!

5. In August, as you get close to Spring, advertise the Plant Sale in the school newsletter. Make your advertisement catchy, for example: "AMS Spring Plant Sale: Welcome to Spring – get your garden breathing and blooming again!"

6. You can get flyers organised with the plants you have for sale and the prices. If you are using cuttings, then you are making 100% profit! Take photos of students getting involved in planting to show off their expertise.

7. As you publicise, remember to include a quote from Pope Francis in Laudato Si ("Praised Be") who has proclaimed that we create an "ecological citizenship":

"Praise be to you, my Lord, through our Sister, Mother Earth, who sustains and governs us, and who produces various fruit with coloured flowers and herbs" (n.1)

8. In September, host the sale. Show photos of students getting involved in planting to show off their expertise.

9. In October, donate the profits to AMS to support their work in the Asia Pacific region.

10. In November... get ready to do it all again next year!

# Fundraising Idea: **NEW RELEASE FILM NIGHT**

**Often local cinema's offer screenings for fundraising purposes and this is always popular with a high school audience, but is something that families and the broader community can also support and enjoy.**

## **Step-by-Step**

1. Get in touch with your local cinemas about the prospect of hosting a fundraising night. They will have a list of the dates of new release films that are being be shown. They often have movie deals like a movie and popcorn deal. You can get part of the profit - this can be up to \$5.00 per combination ticket sold.
2. A good thing to do is to create a survey form for all students with three or more family movies and see which is the most popular one to book. Get them to do this in the roll call time of the day so all the school is talking about what movie they will see.
3. Publicise the event around the school. Posters will need the date, time, cost and movie that is showing, this can also be advertised on the schools social media page if applicable.
4. Use this kit and the resources on the AMS website to prepare a short speech before the movie starts. Attendees will appreciate if you share a little about AMS and our Marist community in Bougainville so that they have an idea where their funds are going and what they are supporting.
5. On this night you can also sell raffle tickets on entry for prizes. Ask for parents or staff donations of prizes and sell the tickets at a reasonable price, drawing the lucky winners at the end of the event.

*Tip: Why not ask the cinema if they can provide you with some lucky door prizes of movie tickets.*

6. One of the best parts of this fundraising idea is that it provides a night out for families and a nice relaxed social opportunity for the broader school community.
7. After the event don't forget to have the school transfer all the funds raised to AMS.





# Fundraising Idea:

## SAUSAGE SIZZLE



**There aren't many fundraising activities more successful than a good old fashioned sausage sizzle! For extra impact why not pair it with a gold coin free clothes day or favourite sports team.**

*Note: Different schools prefer to manage supply orders and meal payments in different ways, so make sure you speak with a teacher before finalising any plans.*

### Step-by-Step

1. A sausage sizzle can be done at any time of the year, but it might be more powerful to select a related significant day of celebration, for example Champagnat Day, International Education Day, Child Rights Day or World Teachers Day.
2. Select a small Committee to prepare the fundraiser.

It might be your Solidarity or Mission Group, your School Leadership Group or a Game Changers group.

3. Advertising can be done through posters being displayed throughout the school in the weeks leading up to the selected day, as well as reminders in Homeroom, School announcements and social media advertising if available.

4. It is often best to have a pre-order for the sausage sizzle, to make sure there is no waste and that the budget provides for the costs and a donation to AMS.

5. The organising committee could create a google form for orders or use an existing school template payment form that can be returned with the payment to homeroom or the finance office.

6. Organise with the appropriate school staff member to make an order of sausages from the local butcher, rolls from the local baker and buy soft drinks from the supermarket. Sometimes you may have a local butcher or baker that is happy to cut the cost of these items if they know you are doing this for a good cause, so provide a little information about the work of AMS when you approach them.

7. On the day: with the support of the committee and school staff, prepare the table, supplies and BBQ. Cook the sausages the period before lunch to ensure it's ready for distribution (please note: most schools will require a staff member to do the cooking, please follow your own school policy).

8. Students can line up to mark off their name and collect their meal or alternatively, group of students can distribute the meals to designated places for each class group.

9. Don't forget to share with students where their support will be going and send the funds in to AMS after the event.

# Fundraising Idea:

## TRIVIA NIGHT

**Trivia Nights are a great way to bring the extended school community together for a great night and to learn a little about the great work the school is doing with AMS to support vulnerable young people across the Asia Pacific region to access education.**

### Step-by-Step

1. Create an event community to plan and run this fundraising event. You'll need to get organised quite far in advance so that you can advertise with a lot of notice. This way, families will be able to put the event in their calendars.

2. Ask your school business office what the preferred way is to sell tickets to trivia night. The two most common ways to manage this are through an internal school system or using the free community event site, Eventbrite.

3. Advertising can be done using posters distributed throughout the school, school wide messages, social media page, learning group messages, local radio and reminders by AMS student ambassadors.

4. Things to be organised:

- Space e.g Hall
- Tables and chairs
- Projector
- Trivia host
- Trivia questions with a few rounds, heads and tails challenge, bonus rounds
- Student volunteers to mark answers sheets, entertain during the night e.g HSC music and drama performances
- Lucky door prize / raffle
- Prizes, these can be sourced from places in your local area e.g dinner vouchers, meat tray, florist, massage vouchers, cinema vouchers, football tickets, football jerseys and bottles of wine
- Possibility to sell cans and packets of chips on the night
- Decorations

- Microphones

5. On the night make sure that you have a few presentation slides to share about the work of AMS and the 2023 stories about our Marist community in Bougainville. This will help attendees connect with the work that they are supporting by participating in the event.

6. After the event, make sure you share with the school community the success of their efforts and then send the funds in to AMS.

**Tip:** Use the event as an opportunity to share stories about AMS and the country and project where your funds are being allocated. You can even take it one step further and contact AMS for video links or a personal welcome message from our team to play on the night!





# How to Donate

Make direct deposit donations to:

**Australian Marist Solidarity**

**BSB 062 000 Account No 1628 5262**

Please email the details of your donation to:

**ams.accounts@marists.org.au**

Donate online at:

**australianmaristsolidarity.org.au**

or scan the QR code to donate.



To make a cash, cheque or credit card donation, fill in this form and mail to:

**Australian Marist Solidarity,**

**PO Box 273, Ashgrove West**

**QLD 4060**



Name: \_\_\_\_\_ Address: \_\_\_\_\_

Suburb: \_\_\_\_\_ State: \_\_\_\_\_ Postcode: \_\_\_\_\_ Email: \_\_\_\_\_

Give once: ☐ Give monthly: ☐ Amount: \_\_\_\_\_

Credit card number                 Expiry date   /

Name on card: \_\_\_\_\_ CCV

All donations over \$2 are tax deductible.

**A gift in your will can leave a legacy to transform the education of future generations of young children.**

**Once you have remembered your loved ones, would you please consider leaving a gift in your will?**

☐ **Please send me information about leaving a gift in my will to AMS.**

## Connect with us to find out more.



**australianmaristsolidarity.net.au**



**@ ams@marists.org.au**



**PO Box 273  
Ashgrove West  
QLD 4060**



**@MaristSolidarity**



**@AusMSol**



**Australian Marist Solidarity**



**(07) 3354 0600**



# Resources & Footnotes:

## Video & PDF Resources:

1. Assembly video 2023 (pg 4)- <https://youtu.be/UTvdFJ52mtQ>
2. Our Father video 2023 (pg 8)- <https://youtu.be/Hn2w8SvGMB0>
3. The Aftermath of War in Bougainville video (pg 26)- <https://youtu.be/nbHdqDXDNv8>
4. Welcome Ceremony 2023 video (pg 29)- <https://youtu.be/8Ft7VnUuTfA>
5. Band 2023 video (pg 30)- <https://youtu.be/BtEtCCZNNw0>
6. How to build a panpipe from straws (pg 30)-<https://artsactive.org.uk/wp-content/uploads/2020/04/Making-Pan-Pipes-from-Straws.pdf>
7. How to make your own pan flute out of straws (pg 30)- <https://www.youtube.com/watch?v=BaymX3qJRbQ>
8. Bougainville Bamboo Band 2013 (pg 30)-<https://www.youtube.com/watch?v=ka4yL40i5I>
9. Adult literacy brief information (pg 31)-  
[https://arob.education.gov.pg/Adult\\_Literacy/Adult%20Literacy%20Information%20Updates%202015.pdf](https://arob.education.gov.pg/Adult_Literacy/Adult%20Literacy%20Information%20Updates%202015.pdf)

## Footnotes:

1. Adapted from History of the Sub Tuum, Br Michael Green,  
<https://static1.squarespace.com/static/52422a6fe4b06209130d02bd/t/54cf36f7e4b04d4fe173c05c/1422866167589/History+of+Sub+Tuum.pdf>
2. <https://www.britannica.com/place/Bougainville-Island>
3. Ben Bohane, 'The Bougainville Referendum and Beyond', Lowy Institute, 2019  
[https://www.lowyinstitute.org/publications/bougainville-referendum-beyond#\\_edn8](https://www.lowyinstitute.org/publications/bougainville-referendum-beyond#_edn8)
4. University of the South Pacific, United States Institute of Peace: The Next Five Years are Crucial for Bougainville's Independence Bid, 2022,  
<https://www.usip.org/publications/2022/08/next-five-years-are-crucial-bougainvilles-independence-bid>.
5. The Age, 1 May 1998.
6. In 1997 CRA merged with RTZ to form Rio Tinto Limited, an Anglo-Australian company.
7. University of the South Pacific, United States Institute of Peace: The Next Five Years are Crucial for Bougainville's Independence Bid, 2022, <https://www.usip.org/publications/2022/08/next-five-years-are-crucial-bougainvilles-independence-bid>.
8. Australian House of representatives Committee, Joint Standing Committee on Foreign Affairs, Defence and Trade, Bougainville the Peace Process and Beyond, [https://www.aph.gov.au/parliamentary\\_business/committees/house\\_of\\_representatives\\_committees?url=jfadt/bougainville/bv\\_chap2.htm#3](https://www.aph.gov.au/parliamentary_business/committees/house_of_representatives_committees?url=jfadt/bougainville/bv_chap2.htm#3)
9. University of the South Pacific, United States Institute of Peace: The Next Five Years are Crucial for Bougainville's Independence Bid, 2022, <https://www.usip.org/publications/2022/08/next-five-years-are-crucial-bougainvilles-independence-bid>.
10. BBC News (2019): <https://www.bbc.com/news/world-asia-50739203>
11. University of the South Pacific, United States Institute of Peace: The Next Five Years are Crucial for Bougainville's Independence Bid, 2022, <https://www.usip.org/publications/2022/08/next-five-years-are-crucial-bougainvilles-independence-bid>.
12. The National Education Plan, Achieving Quality Education for All, 2020-2029, Policy and Planning Division, Department of Education, PNG 2020 <https://www.education.gov.pg/documents/nep-final-2021-2029.pdf>
13. The Interpreter, Annmaree O'Keeffe, Bougainville's predicament, independence or not, Lowy Institute 2019 <https://www.lowyinstitute.org/the-interpreter/bougainville-s-predicament-independence-or-not>
14. <https://vsa.org.nz/our-work/countryregion/bougainville/partner-organisations/bougainville-education-department/>
15. The Interpreter, Annmaree O'Keeffe, Bougainville's predicament, independence or not, Lowy Institute 2019 <https://www.lowyinstitute.org/the-interpreter/bougainville-s-predicament-independence-or-not>
16. ABG Department of Education website: <https://vsa.org.nz/our-work/countryregion/bougainville/partner-organisations/bougainville-education-department/>
17. <https://vsa.org.nz/our-work/countryregion/bougainville/partner-organisations/bougainville-education-department/>
18. 'OI Yu Takaut' Survey Report, Bougainville Youth Federation, 2019 [https://abg.gov.pg/uploads/documents/2019\\_Yut\\_Tokaut\\_Survey\\_Report\\_-\\_FINAL\\_FOR\\_WEB.pdf](https://abg.gov.pg/uploads/documents/2019_Yut_Tokaut_Survey_Report_-_FINAL_FOR_WEB.pdf)
19. University of the South Pacific, United States Institute of Peace: The Next Five Years are Crucial for Bougainville's Independence Bid, 2022, <https://www.usip.org/publications/2022/08/next-five-years-are-crucial-bougainvilles-independence-bid>.
20. University of the South Pacific, United States Institute of Peace: The Next Five Years are Crucial for Bougainville's Independence Bid, 2022, <https://www.usip.org/publications/2022/08/next-five-years-are-crucial-bougainvilles-independence-bid>
21. Ben Bohane, The Bougainville Referendum and Beyond, The Lowy Institute, 2019 [https://www.lowyinstitute.org/publications/bougainville-referendum-beyond#\\_edn6](https://www.lowyinstitute.org/publications/bougainville-referendum-beyond#_edn6)
22. Ben Bohane, The Bougainville Referendum and Beyond, The Lowy Institute, 2019 [https://www.lowyinstitute.org/publications/bougainville-referendum-beyond#\\_edn6](https://www.lowyinstitute.org/publications/bougainville-referendum-beyond#_edn6)
23. The National Education Plan, Achieving Quality Education for All, 2020-2029, Policy and Planning Division, Department of Education, PNG 2020 <https://www.education.gov.pg/documents/nep-final-2021-2029.pdf>
24. Ben Bohane, The Bougainville Referendum and Beyond, The Lowy Institute, 2019 [https://www.lowyinstitute.org/publications/bougainville-referendum-beyond#\\_edn6](https://www.lowyinstitute.org/publications/bougainville-referendum-beyond#_edn6)
25. Ben Bohane, The Bougainville Referendum and Beyond, The Lowy Institute, 2019 [https://www.lowyinstitute.org/publications/bougainville-referendum-beyond#\\_edn6](https://www.lowyinstitute.org/publications/bougainville-referendum-beyond#_edn6)
26. Translation from:  
<https://omniglot.com/language/phrases/tokpisin.php>
27. anywayinaway, 2022: <https://anywayinaway.com/>







