

more education

less carbon

more connection



"Fighting climate change by creating education opportunities – what a great idea! Imagine how the teachers feel when their resources budget is unexpectedly increased by 20%. That's what these systems can do."

SEAN GORDON, Life Member of Aust. Primary Principals' Assoc.

"We can not express how thankful we are for your kind donation of a solar system for the students of Rabi High School. The students, teachers and myself have anticipated this day for a long time. The benefits for our school are both enormous and enduring."

ALLAN HEDSTROM, Principal Rabi High School



"What a wonderful opportunity for us all in rugby to say thanks and give a little something back to our friends in the Pacific. I'm proud to be an ambassador for Its Time Foundation."

ADAM FREIER, Waratahs, Rebels, Wallabies

Who we are

Its Time Foundation is a charity recognized by the Australian Department of the Environment and is bound by item 6.1.1 of the Australian Income Tax Assessment Act. The Foundation operates strictly under those requirements and Australian law.

Constitution: <http://www.iitime.org/documents/Constitution.pdf>

Our purpose

Improve education outcomes for Pacific island children.

Reduce carbon dioxide emissions.

Create education opportunities with regard renewable energy and energy efficiency in the target schools.

Increase awareness of people outside the Pacific and therefore enhance philanthropic attitudes and environmental stewardship.

Our method

Identify remote Pacific Island schools that depend on diesel generators for their electricity. Then replace all or much of that power supply with renewable alternatives. The money saved on fuel is diverted to computers, books and other desperately needed education resources.

Contributors are updated about the projects and receive a personalised (emailed ready to print) certificate of appreciation with project details. Contributors see exactly where and how their contribution is spent and gain a clear association with the outcome of their generosity.

Supporting overseas schools are linked to target schools to develop ongoing relationships and learning experiences.

Here's a happy teacher: <http://www.iitime.org/rhsutube.html>

Who benefits?

Children. New education opportunities are created for a generation of children at the school. For example, the 280 students at Rabi Island High School now have an extra \$7000 per year spent on their education rather than generator fuel. That's more than 20% increase in funds available for education resources, for more than 20 years. Reliable power in the daytime and low cost night study are a bonus! Constant power is a luxury that these schools cannot otherwise afford -- fuel is too expensive to run the generator constantly and they breakdown.

The environment. Every litre of fuel saved is 2.5 kilograms less carbon dioxide entering the atmosphere.

Communities of the Pacific. To a small degree the systems contribute to poverty proofing the communities by partly shielding villages from rising oil prices.

Pacific economies. Every litre of fuel not imported reduces Pacific nation's dependence on foreign oil, hence improves their balance of payments. Our contribution is tiny, but it's in the right direction.

Contributors "Inreach". It's good to feel great about helping kids and the environment! We hope attitudes will change and more people will believe they can create a better educated and sustainable world.

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An investment in the future



"Children make up 20% of our population, but 100% of our future"

Aaron Wood, Kids Teaching Kids

Related comments:

Future proofing is a must: During the coming decades it is certain that island schools will be striving for more electronic learning equipment in their classrooms and this will require more power. Think about what equipment children where you live have in their classrooms.

1. Premium components are used to withstand island conditions.
2. System capacity exceeds the school's current needs so additional electrical devices, such as computers and projectors, can be added without the need to modify the power system.
3. Systems are expandable. The design of these systems (usually AC Coupled www.iitime.org/documents/accoupling.pdf) means they allow for low cost future expansion simply by adding extra solar panels.

Maintenance: It is critical these systems are not installed and then forgotten. Ten percent of contributions are set aside for future maintenance. Should we benefit from carbon credits, this will also contribute to the long-term performance of the systems. Regular communication (each term) is established with the schools to gain feedback regarding the performance of their system and the impact it is having on education at the school.

Extending benefits by effective design: Many schools have staff quarters using diesel power for limited periods in the evenings. Some also have medical clinics nearby. Thoughtful system design allows excess daytime power to be available to meet at least a proportion of those needs.

Education: Schools are asked to commit to learning about renewable energy and energy efficiency. The systems provide a hands-on opportunity to do this. A laptop, camera and internet access may be provided to help students share their learning experiences with overseas schools. Also, a small projector so the computing and internet experience can be shared by a whole class. The projector can also be used to show movies once a week for villagers and create an additional small cash flow for the school to pay for their internet usage.

Database: It is our long-term goal to develop a database of all remote Pacific schools with renewable power. Thus enabling stakeholders to better plan system development and manage maintenance.



Our goal is to enable all remote Pacific schools and then medical clinics to spend their scarce resources on education and healthcare rather than diesel.

A WIN for kids in the Pacific

A WIN for the environment

A WIN for supporters

I look forward to you joining us on the journey.



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