A VISION FOR A SUSTAINABLE AND EQUITABLE WORLD FREE FROM POVERTY

Annual Report 2014
Ms Chhay Ry, lives in a floating house on the Tonle Sap Lake, Cambodia. She participated in our kitchen garden training program in 2012, and today she has built on what she learnt and now grows a range of vegetables to sell and feed her children. She earns 100,000 Riel per annum from sales. As she lives on the lake, she has no soil, but makes compost using chopped up water hyacinth mixed with human faeces. This project continues in 2014/15. See page 7, ‘Self Help Groups’ for more details.
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Our Mission and Values
Live & Learn educates, mobilises communities and facilitates supportive partnerships in order to foster a greater understanding of sustainability, and to help move towards a sustainable future.

Live & Learn aims to:
- encourage individual and community attitudes, values and actions that are ethical and sustainable
- encourage networks and partnerships between schools, children, youth, teachers, governments, chiefs, elders, parents, the media and non-governmental organisations (NGOs)
- share knowledge, skills, learning experiences and resources with others for the benefit of the physical and human environment
- promote the integration of the concepts of human rights, environmentalism, humanitarianism, culture, gender equality and peace in all projects and programs
- promote action-based, effective and creative learning models and teaching methodologies.

Our Identity
Local knowledge and global understanding are the starting points in developing an ethic in environmental and development education. Local ownership of environmental and development education programs, open participation and equality remain the foundation of our organisation.

Live & Learn works with communities throughout Asia and the Pacific to design, implement and learn from community-based development projects. The projects are specific to each community and cover a number of thematic program areas.

These include:
- Water, Sanitation and Hygiene (WASH)
- sustainable use of biodiversity
- environmental governance
- natural resource-based conflict management and peacebuilding
- understanding climate change
- sustainable energy options
- community-based waste reduction and management
- human rights
- community disaster prevention and preparedness.

Live & Learn funds its programs with support from the public, governments, the corporate sector and international development agencies.

The Live & Learn Network
Live & Learn is a dynamic learning network of locally registered organisations operating in nine countries across South-East Asia, the Indian Ocean and the Pacific.

Live & Learn country offices are registered as local NGOs. They are locally managed and staffed and have partnerships with government agencies in their respective countries of operation. Building local capacity, confidence, skills and partnerships within our networks is fundamental to Live & Learn. This strengthens our relationships with communities, builds local ownership and ensures long-term commitment to our programs.

The Live & Learn International office, located in Melbourne, Australia, provides strategic and technical support to the Live & Learn network, and ensures effectiveness and transparency as per the Australian Council for International Development (ACFID) Code of Conduct.
The past year has been inspiring and innovative across the Live & Learn Network with the testing and linking of many entrepreneurial approaches within our activities. New partnerships have been forged increasing new ideas and innovation across our programs. The extension of our wide-ranging Asia-Pacific program into the most remote areas as well as populated urban areas, has opened up new partnership opportunities with the private sector and academic research institutions in Australia. We have seen an interest from our partners in the Pacific and in Australia in enhancing these partnerships and expand them into countries where Live & Learn currently has no permanent presence including Tuvalu, Samoa, and Tonga. We are also pleased to enhance our working relationships with UN Agencies particularly UNICEF and UNDP - two valuable implementing partners in the Pacific.

Building broad-based coalitions with other NGOs, the private sector and academic institutions to enable change will be a key priority of the Live & Learn network in years to come. Whether it is to enhance water, sanitation and hygiene in the Pacific, promote World Heritage livelihoods in Cambodia or develop community and market-based approaches for protection of forests in Papua New Guinea, collaboration and innovation is needed.

Over the next years innovation and new ideas leading to solutions and change will be embedded in such partnerships and the Live & Learn network will be more focussed in what we do with increased leverage and expertise from our partners.

I am deeply inspired by the ongoing commitment from our staff who work daily with communities in the field, and in our regional offices. Their commitment and tireless effort is what makes our work possible.

We benefit greatly from sustained support from governments, philanthropic organisations, universities and individual businesses, for which we are most grateful. We also appreciate and thank the many volunteers, who give their time to Live & Learn enabling us to realise our vision.

Thank you

Christian Nielsen
Executive Director
Country Programs

AUSTRALIA
Carbon Farming in Indigenous Communities

Funded by the Federal Department of the Environment, Northern Territory

In the remote north of Australia, Live & Learn Northern Territory, has been working closely with The North Australian Indigenous Land and Sea Management Alliance (NAILSMA) to support its Carbon Program. This program assists Indigenous land managers to utilise traditional burning methods to provide a unique environmental service. Traditional burning has significant environmental benefits including reducing wildfires; creating a patchwork of habitats for plants and animals, and reducing greenhouse gas emissions.

The cultural benefits are also immense. Returning to Indigenous ways of land management can enhance cultural and traditional language skills; renew customary food and ceremonial resources; revive community cooperation and instil confidence and pride. Furthermore, income and employment through carbon projects can provide communities with opportunities to live or work 'on country'.

Live & Learn has developed a facilitator’s manual to assist Indigenous and local communities to understand carbon farming at a level where they can genuinely and effectively participate in carbon projects. 3-Hand Studios were also contracted to make two highly engaging animated films about savanna burning and climate change. Live & Learn will continue to work with partners and engage in ‘train the trainer’ activities with the goal of increasing indigenous land managers’ capacity to participate in carbon projects and the capacity of non-indigenous land managers to support them.

CAMBODIA
Angkor Community Heritage & Economic Advancement (ACHA)

Funded by New Zealand Aid

Angkor Archaeological Park is located in the Siem Reap Province of Cambodia. Angkor Park was designated as a world heritage site in 1995 due to its cultural and natural heritage dating from the 9th - 15th centuries. There are approximately 120,000 people living in 112 villages within Angkor Park. These communities face a lack of income and food security as well as flooding and extreme dry seasons.

Initiated in mid-2014 in partnership with the New Zealand Ministry of Foreign Affairs and Trade, the Angkor Community Heritage & Economic Advancement (ACHA) project seeks to protect the heritage of Angkor Park through sustainable management while also providing economic prosperity and food security for the local community. This is to be achieved through supporting heritage, tourism and small economic farming activities as well as promoting new crop production. Local Angkor Park stakeholders will be trained; natural resources managed and infrastructure developed.

ACHA is a new project that follows on from the Angkor Participatory Natural Resource Management and Livelihoods programme (APNRM&L) which operated from 2009 to 2013. Internal and external evaluations of the APNRM&L project cite it as a...
heritage management success story. The ACHA project is expected to continue to generate positive sustainable outcomes for Angkor Park and the communities which reside in the area.

Self Help Groups (SHG)

Funded by Australian Aid through Assisi Aid Projects

The people of the villages of Kampong Thom and Koh Kong Province in Cambodia are heavily reliant on the Cardamom Mountains and Tonle Sap Lake for their livelihoods. However, these resources are rapidly depleting due to exploitation and many people still live in poverty. The communities do not have access to basic necessities such as education, water, sanitation and healthcare. Individuals are often in long-term debt to money lenders with high interest rates.

The aim of the SHG Project is to break the cycle of poverty and support sustainable livelihoods. This is achieved through the development and support of community-based Self Help Groups (SHGs) which foster personal, social and economic development as well as providing an education program for children.

At present, the SHGs established and supported by Live & Learn Cambodia have 395 members, 282 of whom are women and 18 with disabilities. The SHGs meet regularly and provide members with education on life skills such as financial literacy, sanitation and environmental awareness. Members also have the opportunity to participate in a ‘Savings Club’ in which they pool their savings and can draw low interest loans. Money from these loans is typically put towards the establishment of micro-enterprises which not only provides an income for the family but contributes to the economic development of communities.

As part of the SHG project, 12 tuition classes have also been set up for disadvantaged children, with a total of 328 students attending daily after school classes. As well as studying Khmer and maths, the children are given life skills education on topics such as hygiene, sanitation and nutrition.

Story from the field

Toul Neang Sao is a remote village on the Tonle Sap Lake, consisting of 695 residents. Through the SHG project, a savings club has been established, with 71 members and a total capital saving of $9965 USD. The project works towards building local business capacity; to enable them as a group to develop locally agreed rules and regulations of governance.

Ms Prum Kim Yeang, (pictured above) aged 44, describes how she accessed a loan from the saving club to run her smoked fish business, “I could borrow more than $100 US dollars to add to the capital I have in order to improve my business. It can better support my family so that I am able to afford my children’s education and study materials if compared to the previous times.”
CAMBODIA

Community Resilience and Food Security

Funded by the Charitable Trust

Kratie Province in Cambodia is prone to a range of natural resource challenges and impending impacts of climate change, yet its residents have low levels of knowledge regarding preparation and adaptation to these scenarios. This project has introduced an integrated approach to community resilience by linking water management to sustainable agricultural production and food security in 21 villages within the Chhlong and Sambor districts of Kratie Province.

The project has restored small-scale irrigation systems in the region, including reservoirs, canals, dams and ponds. Renovated irrigation schemes have provided more control for small farm holders to start agricultural activities on at their discretion. Farmers have established water-user groups to manage the water resources and maintain the sustainability of the schemes.

New innovations and techniques addressing the impacts of climate change have been successfully applied by farmers. Lead farmers have been trained in agricultural resilience techniques in collaboration with the Kratie Provincial Department of Agriculture. Additionally, the schemes have contributed to the increase of multi-crop farming options throughout year and have helped reduce water shortages. These innovations include the introduction home gardening, System of Rice Intensification (SRI), and animal-raising. Overall, local food production has increased and farmers have given positive feedback on the project achievements.

The project is implemented in partnership with the Cambodian Rural Development Team and Partnership for Development in Kampuchea.
Above: A farmer clearing weeds in an SRI field. Farmers have been trained in the System of Rice Intensification (SRI) methodology. This technique uses 12 principals, which lead to improvements in rice yield.

The SRI technique differs from traditional rice growing methods, as the process involves transplanting young single seedlings in rows which are weeded regularly to aerate the soil. A lower water level is maintained in the field and natural fertilizer such as compost used.

Below: Farmers transplanting seedlings which are less than 15 days old.

Below: Newly constructed irrigation canal in Sambo District, Kratie Province.
FIJI

Piloting Sustainable Livelihood Opportunities in Rural & Remote Communities of Fiji

Funded by Australian Aid (DFAT)

The Drawa area on Fiji’s second largest island, Vanua Levu, nurtures many endemic species in lush tropical forests and hosts a river system that feeds into Fiji’s deepest river, the Dreketi. The richness of biodiversity within the Drawa land area and waterways has drawn in investors including logging companies and gravel extractors. These activities threaten the area’s biodiversity as well as the quality and quantity of food that communities in Drawa are dependent on.

The communities within the Drawa land area rely on subsistence farming, both terrestrial and aquatic. There are small marketing arrangements where the communities supply root crops and kava to local markets; however, this activity is only conducted on a small scale. Access to the main town centre to trade is difficult due to rugged terrain and limited transport options.

The aim of the sustainable livelihoods project is to improve the quality of life for people living in these five villages by increasing aquatic nutritional security and alleviating poverty through income generation activities.

The communities have already received education on the importance of forest ecosystems through the Live & Learn REDD+ Project. This education was expanded upon in the current program through training on the risks of community leadership; watershed management and water quality biological assessment. Communities have come to understand the links between forest and river ecosystems. They have created Community Action Plans and are learning to adapt their waste management and agricultural activities to protect their environment.

Story from the field

The Batiri Village was divided when Live & Learn began work there. One group claimed to be under the Macuata Province while the others were from Cakaudrove. They had two village headmen, one for each faction, and even the church circuits were divided. This project used the idea of water and river issues as a problem that they both shared and, after decades of division, the two groups began working together to solve the issues. Together they have developed a joint Community Action Plan, and youth from both factions are working together to implement this. The two village headmen have been working together and were successful in attracting the Prime Minister to visit the community. Following this visit, they were supplied two water tanks to which the Water Authority of Fiji supplies chlorinated water. The community is now working together to find practical solutions to ease their water problems and improve their standard of living.

Timoci T. Naivalulevu
Project Coordinator, Live & Learn Fiji
PAPUA NEW GUINEA

Mangrove Rehabilitation for Sustainably Managed Healthy Forests (MARSH)

Funded by IUCN and The Nature Conservancy

The Marsh Project seeks to increase resilience to the impacts of climate change by empowering communities and increasing capacities of national institutions in the rehabilitation and management of mangrove forests.

Beginning in November 2013, Live & Learn PNG, in partnership with The Nature Conservancy, has been creating awareness of the importance of mangrove ecosystems and engaging with communities to take critical management actions in Baia, Dagi and Kapiura communities, West New Britain Province. The first phase of the project has been completed. Monitoring results show that awareness programs have led to increased knowledge of the importance of mangrove ecosystems in target communities. Furthermore, communities have shown motivation to discuss options for protecting, preserving and sustainably managing their mangrove forests and resources.

Phase two of the project, currently in its early stages, will use the information gathered during phase one to develop management plans for mangrove ecosystems. Further education and awareness will also be undertaken along with the expansion of the project into additional target communities.

Below: School students and community groups in West New Britain Province, PNG discussing the importance of protecting mangrove ecosystems.
MALDIVES

Youth Solutions! Technology for Skills and Employment

Funded by The World Bank, Microsoft and Sarvodaya Fusion

Despite a healthy tourism market in the Maldives and a demand from tourists to purchase authentic products, there is still an increasing amount of imported goods sold. This can be partially attributed to the isolation of the islands that make up the country which prevents handicraft makers from selling their goods.

To address this issue, Live & Learn Maldives, in partnership with The World Bank, are using the internet as a portal for training and employment. Youth have been trained in both handicrafts and Information and Communication Technology (ICT) skills so that they may find profitable employment through linking the segregated handicraft industry with the market. This allows communities from isolated islands to generate an income through e-commerce. A website has been developed and will be launched towards the end of 2014.

SOLOMON ISLANDS

Inclusive Natural Resource Management – Together Today for Tomorrow (TTfT)

Funded by Australian Aid (DFAT)

The Tuguda, Tude fo Tumoro (TTfT) project seeks to build more inclusive and environmentally sustainable communities in 50 highly logged areas across five Provinces in the Solomon Islands. The project seeks to address gender inequality in decision-making and to promote gender inclusive natural resource management, so that all members of the community benefit including women and youth.

The project is implemented in partnership with International Women’s Development Agency (IWDA) and is now in its fifth year of operation. Activities focus on three core areas: natural resource management, livelihood options and gender equality. The project uses a strength-based approach to encourage communities to realise their own potential.
Phase 5 of the TTfT project, implemented in 2013 and 2014, focussed on the development of women-led savings clubs. Currently, 19 women-led savings clubs have been established in target communities and an additional 14 savings clubs have evolved in neighbouring villages, inspired by the TTfT model.

The project has included financial literacy and bookkeeping training for savings club members, with financial records showing consistent saving by members. Some of the clubs are generating additional incomes through joint collaborative activities, for example hiring out their ‘women’s hall’; sewing school uniforms; setting up fuel depots and applying skills learnt in cocoa farming training.

Project activities have also focussed on ensuring that community organisations and the Government has the capacity to prevent illegal logging and hold extractive industries to account where required. For example, in Kolombangara, Western Province, TTfT supports community members to work with a local conservation organisation, KIBCA. KIBCA acts as a ‘watchdog’ on illegal logging arrangements and has the ability to take companies to Court on behalf of the community.

To strengthen the communities ability to prevent natural resource exploitation, communities have been educated in sustainable natural resource management. A flipchart titled, ‘Our Resources, Our Future’, has been developed to educate on the importance of trees and forests for livelihoods and the environment, as well as sustainable management of natural resources. See http://www.livelearn.org/resources/our-resources-our-future

In response, a total of 24 Sustainable Use Areas have been established to conserve land and marine resources. Since their establishment, community members have noted positive changes in the diversity and number of species in these areas.
Preventing and Limiting the Spread and Impact of Invasive Species in Vanuatu

Funded by the European Union

Invasive species have become a critical issue in the island ecosystems of the Vanuatu archipelago due to years of deforestation, improper agricultural practices and other destructive activities. The impact of invasive species includes ecosystem disruption; habitat loss; the decline in natural forests as well as detrimental social and economic impacts. The Invasive Species Project focusses on containing and eradicating Merremia peltata, an introduced flowering vine, from agricultural lands.

The project seeks to enable farmers and landowners to generate income and food from infested land whilst controlling the...
spread of the invasive species through the creation of an agro-forestry system. This system comprises of combining the planting of high-value forest species with a cover-crop. Initial activities have included dividing and fencing plots of infested land; manually removing *Merremia peltata* and applying treatments to the land before planting seedlings for forestry and ground cover.

In the Lorum community of Vanuatu, the project has returned agricultural productivity to 2.4 hectares of land that was previously heavily infested with *Merremia peltata*. Prior to the project, the community had to source many of their root crops, vegetables and legumes from nearby villages. Now, as many as 20 families are benefiting from the successful sweet potato and maize crops which have been planted as a result of the project trainings.

Above: Invasive Species project staff and friends, collecting field data on cover-crop (sweet potato) performance. A climate resistant sweet potato variety has been planted as a cover-crop between forest species to provide an alternative cash income and food source for families.

Below: A woman planting the sweet potato vines between rows of whitewood seedlings.
**Country Programs**

**VANUATU**

**Lelepa Water Security Project**

*Funded by UNDP, GEF Small Grants*

Difficulty accessing fresh water has been a long-term challenge for families on Lelepa Island. The island is a small raised reef limestone island, located about two kilometres off the North-west coast of the island of Efate in Vanuatu. Due to the location and geology of the island, it is particularly vulnerable to low average rainfall and has extended periods without rain. In addition, it has no permanent source of surface water and limited groundwater. As only 20% of households have sufficient rainwater collection systems to provide them with fresh water throughout the year, the remaining 80% must collect water from the rivers and streams of North-west Efate. This is a lengthy and laborious task which, in most cases, is undertaken by women and children.

The Live & Learn project was designed to create water security for the residents of Lelepa Island by improving access to water via three community-managed boreholes on the island. With assistance from the Port Vila Municipality and the community, cement structures were made to protect the boreholes from sedimentation and contamination from animals.

Not only is the community of Lelepa Island now well supplied with clean drinking water, but the leadership provided by the Lelepa Water Security Project Water Committee has created an enabling environment for other aid donors to meet the development needs of the Lelepa community. This has encouraged the community to grow and adopt more healthy and sustainable practices.

**VIETNAM**

**School Resilience in Natural Disasters (Safe Schools)**

*Funded by the Norwegian Agency for Development Cooperation (Norad)*

Almost all areas of Vietnam are susceptible to natural disasters which as well as causing serious damage to human life and infrastructure, are highly disruptive to the education activities of teachers and students. The Safe Schools Program aims to build school resilience and improve safety processes in the event of a natural disaster. The program is implemented by Live & Learn Vietnam and Plan International in the provinces of Quang Tri and Quang Binh.

The project has a strong focus on working with children to determine what they perceive as their needs in a natural disaster; what they fear the most and how they have previously behaved during a natural disaster. In light of this information, Live & Learn has developed a Safe School Tool kit which has been distributed to schools. The tool kit includes an animated film called ‘Don’t Fear Disasters’. The film guides children on how to respond to typhoons, floods and landslides.

Nguyen Thuy Dung, a student from University of Economy in Ho Chi Minh City, said, “The movie have a lot of knowledge shown in a manner that was easy to absorb and remember. I especially like their freshness, and will show them to children in my family and to my children in the future”.

Left: Hon Ralph Regenvanu, Vanuatu Minister of Lands; Dr Andrina KL Thomas, Country Manager of Live & Learn Vanuatu and Wesley Jerettie of NZAID officiating the opening of the Lelepa Water Security project on 17 January 2014.

Above: Mock evacuation drill at a school in Quang Tri Province.
The Safe Schools program has also provided workshops for teachers on school safety through cooperation with the Ministry of Education and Training and other Non-Governmental Organisations. In addition, over 30 schools in the region have been supported to establish a Safe School Plan which encompasses vulnerability and capacity assessments. Finally, in order to ensure that the safety processes are effective, the target schools regularly practice mock drills of disaster responses based on real life scenarios. Teachers, staff, parents and other stakeholders either participate or observe and share comments in a meeting afterwards to ensure that disaster responses are as effective and safe as possible.

**Child and Youth Led Initiatives to Address Climate Change**

*Funded by Australian Aid and Plan International*

Due to its expanse of coastline and position on the Mekong Delta, Vietnam is one of the most vulnerable countries to the impacts of climate change. With potentially dire prospects for the future of their country, the children and youth of Vietnam are mobilising to stand against climate change to prove that they are not passive victims, but innovators, ready to create solutions for their future.

Live & Learn Vietnam has used climate change education as a tool to empower students. The program works with secondary schools across the country to train educators and distribute educational materials about the impacts and responses to climate change. To date, over 1,000 teachers, educators and youth have been involved in capacity building activities.

In addition to the education component of this program, seed funding has enabled 60 youth-led climate change projects to become a reality. These projects have focussed on a broad spectrum of topics such as rice straw composting; promoting energy efficient stoves; improved public transport services; improving access to water and sanitation; recycling and using social media and art to raise public awareness on climate change.

Story from the field

“The ‘Green Journalists’ are a group of students from the Academy of Journalism and Communication, who conducted a five-month project to help teenagers learn about local environmental issues and climate change in the Van Loi village in Tam Dong commune, Me Linh District. The project, ‘Kid’s Reporting Club’, conducted weekly lessons on environmental education and encouraged children to create change in their community.

Diep Thanh, a member of Green Journalist group shared, “Not only did we teach, but we received many lessons from the children about honesty, innocence and their spirit for learning. I realised a solid team is when we are all heading towards one goal and doing our best to make it come true”.

Since the project children have improved their skills in writing, interviewing and photography. They have produced two internal newspapers with articles covering topics such as: residential waste management issues and other social and environmental stories.
Drought tolerant sweet potatoes varieties in Crop Bulking Centre, Poinini, Kimbe, PNG.

Story from the field

“Our grandparents lived mostly from food provided by forest and our surrounding environment. Few of those food species are still used for food whereas most are no longer in use as food because we are relying on introduced foods. Through Live & Learn trainings and agro-forestry activities we have realised and even recalled these lost species and brought them back. These will be established and help us in extreme climate and disaster events when other introduced species can’t survive.

Magandau Joseph, Panachais, Kavieng, PNG”
Protecting Food Security through Adaptation to Climate Change (Phase II)

Kiribati, Papua New Guinea, Solomon Islands and Vanuatu

Funded by Australian Aid (DFAT)

The low-lying Pacific Islands are some of the most vulnerable in the world to climate change impact. The current climate reality and predictions are confronting for communities in the Pacific and are posing a threat to security of food resources.

Up to 85% of people in the four target countries live in rural areas where staple crops are directly threatened by high ground water levels with regular tidal incursions, erosion, unstable and saline soils, heavy rains or drought, sea level rise and storm surges.

Through Live & Learn’s regional program and in partnership with the Department of Foreign Affairs and Trade, the Food Security project aims to support people in vulnerable areas to overcome poverty through building climate resilient communities and food systems.

Phase II builds on the foundations and lessons learnt from Phase I of the program. It seeks to develop resources and Knowledge Hubs (KHz) in communities where farmers and community members can learn about climate resilient farming techniques and technologies. It also provides centres for climate change leadership for the agricultural sector.

The project has already shown resounding positive impacts, with high levels of community involvement and participation in training. New farms and community gardens have been established in 29 communities across the Pacific and training has been provided on improving soil quality, crop rotation, organic farming and agro-forestry. As a result, farmers have benefited from improved yields and have been able to provide a regular presence at markets. In turn, this has boosted local economies and provided an income for families.

Watch a short video of the project in Kiribati at: http://youtu.be/xkH6LuBcDxO

Above: Knowledge Hub members from Abaiang, Tarawara, Kiribati.

Above: Rev. Samuel Suifasis, Janet Idu and Lionel Maeliu discussing pests which affect taro leaves in Laesufiu, Malaita Province, Solomon Islands.

Story from the field

Our life has improved a lot since we began learning about different resilient crops. These are now widely growing in our community. We have managed to integrate the climate change manual, ‘Farm Technology’ into the syllabus for students at our Rural Training Centre, so we can all learn and practically engage in demonstration plots with the objective of taking back and sharing the adaptation measures with communities. The project has also set up Knowledge Hubs, which has helped us to share information. As a result, our community is improving our farming techniques and we have more food to eat and still more to sell. We are aiming to move into food processing and value-add so we can export our products.

Fr. Charles, Lorefilko, East Santo.
Regional Pacific Programs

Strengthening the Participation of Children in Small Island Nations with a High Prevalence to Violence, Ethnic Discrimination and Tribal Conflict (CID)

Fiji, Papua New Guinea, Solomon Islands and Vanuatu

Funded by the European Union, with additional support from the Canadian High Commission.

In 2014 Live & Learn completed the four year, ‘Children in Development’ (CID) project. Historically, children have not been encouraged to participate actively and meaningfully in Pacific Island societies. Through the CID project, Live & Learn has provided an avenue for children to realise their potential and become empowered to actively participate in local development activities with the hope that they will continue to generate positive change as they grow older.

Project activities focused primarily on enhancing the profile of children in the pursuit of peace through facilitating links and networks between children at the local, national and regional level. A peace network was also established in the formal education system.

Story from the field: A visioning exercise with children in Fiji

I would like to live in a world that is free from war because during war, many innocent people are killed and the countries become each others’ enemy. I would like to see a world that is free from pollution because when pollution occurs, it causes global warming and because of this, the low-lying islands like Kiribati are going underwater. I also want a world that is free of crime and poverty. I read in the newspaper that nearly 2.3% of people die from poverty every year. We can end poverty by increasing employment. We can reduce pollution by recycling things, not wasting things and the Government Ministries should create awareness programs so that people learn more about things that they don’t know. We should all try to complete our education and try and change this world to make it better for everyone.

Muzzammil Raza
Student at Vunimoli Islamia College. University, Labasa, Northern, Fiji
Awareness raising on child rights was also a focal point of the project, with the UNCRC disseminated to parents, teachers, media outlets, local leaders and children. Throughout the project, children’s networks were set up to encourage peer education amongst children and to enable them to advocate and express their ideas.

Various public media bodies, including newspapers and television stations, were also included in these networks as a valuable platform for advocacy and publicity of the project. Results have shown that through these activities children in target communities now have a greater understanding of what peace means. They also now have the confidence to participate in discussions and decision making processes with adults in their community about their own human rights.

In Fiji, the educational materials which were developed as part of this project have been incorporated into the national curriculum for upper-primary Social Science subjects. Parents and teachers in Papua New Guinea have expressed a desire to do the same. In 2013, after successfully presenting the project in a Media Professionals Conference, Live & Learn won the UNESCO/DWU Media Freedom Day Award for giving space or voice to children.

Story from the field

“I have learnt about my rights and responsibilities, and how they match together. Also what peace means to us and how we can change the world. I was happy with my two days in this workshop because I learnt a lot of things. And I had a lot of fun with my new friends. I really enjoyed the games we played and I really like my two teachers.”

Student participant, Fiji
Community based Payment for Ecosystem Services and REDD+
The Nakau Programme

Fiji, Solomon Islands and Vanuatu

Funded by the European Union and ADB

The Nakau Program is a regional Payment for Ecosystem Services (PES) and REDD+ Programme aimed at providing indigenous landowners with alternative sources of income to replace unsustainable activities such as destructive logging or land clearing. The Program was established with funding support from the European Union and ADB.

The first pilot Nakau Program projects have been implemented in Fiji, Vanuatu and the Solomon Islands. A comprehensive community engagement and education program has been implemented to ensure that communities have genuine and effective input into project development. This process is crucial to the sustainability of the Program and is achieving great results.

For example, in the Drawa communities (Fiji) landowners have formed a committee comprising members from each clan (mataqali). The Committee meets regularly and independently, and receives financial support from mataqalis to cover overheads and travel costs to enable representatives to attend the meetings.

The Nakau Program is designed to enable replication / scaling up beyond the current projects. This is possible because the current projects establish methodologies that make it simpler and cheaper for additional projects to follow. Each project comprises a local landowner group supported to govern their project,
manage their forest resources and manage income generated as a result of protecting or enhancing their rainforests. Live & Learn assists the forest owners through an intensive program of field visits, including land use planning, governance support, and business planning.

2014 saw completion of technical methodologies for measuring ecosystem benefits (e.g. greenhouse gas emission abatement) and quality assuring project management and governance. This included The Nakau Methodology Framework, which sets benchmarks for landowner participation, including free prior and informed consent and fair distribution of benefits. It prescribes benefit-sharing arrangements for all project participants, including innovative governance and business models for managing PES benefits at the community level.

In the past year the indigenous forest owners have completed their land use plans, consolidated governance arrangements for their local groups and created business plans for management of PES income. Three separate ‘Technical Specifications’ for measuring ecosystem (carbon) benefits and the Nakau Methodology Framework were completed and submitted to an international standard for certification. The regional Nakau Program governance ‘infrastructure’ was established and a sales and marketing strategy developed to promote PES units sales to private sector buyers.

Below: Drawa Participatory planning is a key aspect of the Nakau Program (Drawa, Fiji).

Below: Serakar family members from Loru (Vanuatu) establishing a nursery to produce seedlings for agroforestry.

Above: REDD+ Steering Committee members from Drawa (Fiji) use the Money Story system for business planning.
Regional Pacific Programs

Western Pacific Sanitation Marketing and Innovation Program

Fiji, Papua New Guinea, Solomon Islands and Vanuatu

Funded by Australian Aid (DFAT)

In 2014, Live & Learn secured funding for Phase Two of the Department of Foreign Affairs and Trade CS-WASH Fund for the Western Pacific Sanitation Marketing and Innovation Program. This program will be implemented in urban and peri-urban informal settlements in Fiji, Papua New Guinea, Solomon Islands and Vanuatu where current environmental health conditions are poor. The aim of the program is to improve sanitation and hygiene behaviours by creating supportive environments in communities that enable behaviour change to occur.

Implementation focusses on supporting the development of sanitation markets and community-based enterprises that provide improved sanitation, hygiene infrastructure and education. It is anticipated that this approach will address the barriers of previous WASH programs by seeking to empower communities to create their own positive outcomes rather than create a ‘hand-out’ mentality. Further to the improvements in sanitation and hygiene, the program has also been designed to have a strong focus on inclusiveness. As such, all facilities provide optimal safety and accessibility for women, children, the elderly and individuals with a disability.

Below: Training in toilet construction techniques in Papua New Guinea, during Phase One of the WASH program.
The Pacific Islands are highly vulnerable to natural disasters and the risks posed by climate change because of their size, isolation and their narrow economic bases. The Pacific Risk Resilience Program (PRRP) has been implemented by Live & Learn in partnership with United Nations Development Programme. It aims to strengthen the resilience of island states in the face of potentially catastrophic events at all levels of society. This is achieved through:

- Supporting the mainstreaming of disaster risk management and climate change adaptation into development planning and budgeting at all levels of government.
- Strengthening community resilience through a targeted and inclusive community approach to disaster risk management, climate change adaptation and integration of risk management planning at the local level.

Since its inception in February 2014, significant achievements have been made in the target countries of Fiji, Solomon Islands, Tonga and Vanuatu. Following serious natural disasters in the Solomon Islands in 2013 and 2014 affecting target communities, the importance of this project has become even more critical.

An example of the importance of the project and its capacity to achieve real impact is shown by the Temotu community in the Solomon Islands. This community was affected by the earthquake and subsequent tsunami of 6 February 2013. Eight Knowledge Hubs (KHs) were established in the area which provided training on climate change impacts; food security; organic farming and agriculture. These communities have now designed and started implementing a Food Security Recovery Plan for tsunami affected areas. Farming tools and seeds have been distributed in affected areas to assist with recovery efforts and farming demonstrations have allowed families to grow vegetables to improve their diet. Surplus vegetables are sold to earn an income.

While the Temotu project aids recovery on a practical level, the PRRP has also partnered with the Ministry of Education and Human Resource Development to implement an Education in Emergency Policy. This involves working with 33 schools to develop School Disaster Management Plans. The implementation of the Plans are monitored to ensure that strategies are in place to protect students in the event of a disaster.
## Finances

Live & Learn Environmental Education Incorporated
ABN: 44 945 150 299

### Summary Income Statement
for the Year Ended 30 June 2013

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donations and gifts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monetary</td>
<td>$3,870</td>
<td>$55</td>
</tr>
<tr>
<td>Non-monetary</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Bequests and legacies</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of Foreign Affairs and Trade</td>
<td>$464,401</td>
<td>$1,894,608</td>
</tr>
<tr>
<td>Other Australian</td>
<td>$389,550</td>
<td>$300,252</td>
</tr>
<tr>
<td>Other overseas</td>
<td>$3,470,058</td>
<td>$1,073,061</td>
</tr>
<tr>
<td>Investment income</td>
<td>$3,412</td>
<td>$14,142</td>
</tr>
<tr>
<td>Other Income</td>
<td>$189,378</td>
<td>$99,281</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Revenue for International Political or Religious Proselytisation Programs</strong></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$4,520,669</strong></td>
<td><strong>$3,381,399</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>International Aid and Developments Programs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funds to international projects</td>
<td>$2,188,768</td>
<td>$1,315,370</td>
</tr>
<tr>
<td>Program support costs</td>
<td>$1,142,102</td>
<td>$1,037,931</td>
</tr>
<tr>
<td>Community education</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fundraising costs</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Public</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Government, multilateral and private</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Accountability and Administration</td>
<td>$177,079</td>
<td>$565,841</td>
</tr>
<tr>
<td>Non-Monetary Expenditure</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total International Aid and Development Programs Expenditure</strong></td>
<td><strong>$3,507,949</strong></td>
<td><strong>$2,919,143</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditure for International Political or Religious Proselytisation Programs</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Domestic Programs Expenditure</td>
<td>$16,687</td>
<td>$9,517</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$3,524,636</strong></td>
<td><strong>$2,928,660</strong></td>
</tr>
<tr>
<td><strong>Excess/(Shortfall) Of Revenue Over Expenditure</strong></td>
<td><strong>$996,033</strong></td>
<td><strong>$452,739</strong></td>
</tr>
</tbody>
</table>
# Summary Balance Sheet

**as at 30 June 2014**

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Current Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>1,936,563</td>
<td>1,021,963</td>
</tr>
<tr>
<td>Trade and other receivables</td>
<td>139,711</td>
<td>120,962</td>
</tr>
<tr>
<td>Inventories</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other financial assets</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Current Assets</strong></td>
<td><strong>2,076,274</strong></td>
<td><strong>1,142,925</strong></td>
</tr>
<tr>
<td>Non-current Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and other receivables</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other financial assets</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>34,383</td>
<td>44,185</td>
</tr>
<tr>
<td>Investment property</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Intangibles</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other non-current assets</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Non-current Assets</strong></td>
<td><strong>34,383</strong></td>
<td><strong>44,185</strong></td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>2,110,657</td>
<td>1,187,110</td>
</tr>
<tr>
<td><strong>Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and other payables</td>
<td>65,451</td>
<td>61,182</td>
</tr>
<tr>
<td>Borrowings</td>
<td>5,690</td>
<td>5,322</td>
</tr>
<tr>
<td>Current tax liabilities</td>
<td>53,803</td>
<td>112,068</td>
</tr>
<tr>
<td>Other financial liabilities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Provisions</td>
<td>112,076</td>
<td>120,539</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Current Liabilities</strong></td>
<td><strong>237,020</strong></td>
<td><strong>299,112</strong></td>
</tr>
<tr>
<td>Non-current Liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borrowings</td>
<td>19,355</td>
<td>25,044</td>
</tr>
<tr>
<td>Other financial liabilities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Provisions</td>
<td>-</td>
<td>4,705</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Non-current Liabilities</strong></td>
<td><strong>19,355</strong></td>
<td><strong>29,749</strong></td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td><strong>256,375</strong></td>
<td><strong>328,861</strong></td>
</tr>
<tr>
<td><strong>Net Assets</strong></td>
<td>1,854,282</td>
<td>858,249</td>
</tr>
<tr>
<td><strong>Equity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserves</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Retained Earnings</td>
<td>1,854,282</td>
<td>858,249</td>
</tr>
<tr>
<td><strong>Total Equity</strong></td>
<td>1,854,282</td>
<td>858,249</td>
</tr>
</tbody>
</table>
Finances

Table of Cash Movements for Designated Purposes
for the Year Ended 30 June 2014

<table>
<thead>
<tr>
<th>Project/Program</th>
<th>Cash available at beginning of year</th>
<th>Cash raised during year</th>
<th>Cash disbursed during year</th>
<th>Cash available at end of year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projects - Support accounts</td>
<td>53,014</td>
<td>1,513,792</td>
<td>1,541,987</td>
<td>24,819</td>
</tr>
<tr>
<td>Charitable Foundation - Cambodia</td>
<td>236</td>
<td>214,050</td>
<td>213,235</td>
<td>1,051</td>
</tr>
<tr>
<td>International Water Centre - WASH research</td>
<td>163</td>
<td>5,588</td>
<td>5,741</td>
<td>9</td>
</tr>
<tr>
<td>CI - WISE Vanuatu</td>
<td>255</td>
<td>60,838</td>
<td>61,044</td>
<td>49</td>
</tr>
<tr>
<td>GIZ - REDD</td>
<td>69</td>
<td>46,512</td>
<td>27,457</td>
<td>19,124</td>
</tr>
<tr>
<td>DFAT Climate Change</td>
<td>705,140</td>
<td>17,691</td>
<td>722,676</td>
<td>155</td>
</tr>
<tr>
<td>Inter Heritage</td>
<td>38,558</td>
<td>121,946</td>
<td>160,439</td>
<td>65</td>
</tr>
<tr>
<td>CEPF - Biodiversity Vanuatu</td>
<td>32</td>
<td>10,265</td>
<td>5,277</td>
<td>5,020</td>
</tr>
<tr>
<td>E.U. - Children in Development</td>
<td>195,752</td>
<td>128,145</td>
<td>323,848</td>
<td>49</td>
</tr>
<tr>
<td>DFAT WASH</td>
<td>1,1080</td>
<td>459,829</td>
<td>263,552</td>
<td>233,357</td>
</tr>
<tr>
<td>DSEWPC Papua New Guinea</td>
<td>962</td>
<td>17,803</td>
<td>18,715</td>
<td>49</td>
</tr>
<tr>
<td>Southern Cross University - REDD</td>
<td>14</td>
<td>2,754</td>
<td>977</td>
<td>1,791</td>
</tr>
<tr>
<td>IWDA SINPA Solomon Islands</td>
<td>452</td>
<td>24,704</td>
<td>24,008</td>
<td>1,149</td>
</tr>
<tr>
<td>EU - Human Rights</td>
<td>25,951</td>
<td>73</td>
<td>25,958</td>
<td>66</td>
</tr>
<tr>
<td>EU - REDD</td>
<td>285</td>
<td>888,441</td>
<td>876,753</td>
<td>11,973</td>
</tr>
<tr>
<td>NZAID - Cambodia ACHA</td>
<td>-</td>
<td>1,154,730</td>
<td>105,972</td>
<td>1,048,758</td>
</tr>
<tr>
<td>UNDP - PRRP</td>
<td>-</td>
<td>1,147,736</td>
<td>558,657</td>
<td>589,079</td>
</tr>
<tr>
<td>Total</td>
<td>1,021,963</td>
<td>5,850,897</td>
<td>4,936,297</td>
<td>1,936,563</td>
</tr>
</tbody>
</table>

Statement of change in equity for the Year Ended 30 June 2014

<table>
<thead>
<tr>
<th></th>
<th>Retained Earnings</th>
<th>Reserves</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance at 1 July 2013</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Adjustments or changes in equity</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Items of other comprehensive income</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Excess of revenue over expenses</td>
<td>996,033</td>
<td>-</td>
<td>996,033</td>
</tr>
<tr>
<td>Amount transferred (to) from reserves</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Balance at 30 June 2014</td>
<td>1,854,282</td>
<td>-</td>
<td>1,854,282</td>
</tr>
</tbody>
</table>
The Board of Trustees for Live & Learn Environmental Education Inc. declare that:

a. The financial statements and notes as set out in ‘Our Finances’ section of this annual report, are in accordance with the Associations Incorporation Reform Act 2012 and:
   i. comply with relevant Australian Accounting Standards as applicable;
   ii. give a true and fair view of the financial position as at 30th June 2014 and of the performance for the year ended on the date of the association.

b. In the Board of Trustees’ opinion there are reasonable grounds to believe that the association will be able to pay its debts as and when they become due and payable.

This declaration is made in accordance with a resolution of the Board of Trustees.

Christian Nielsen
Executive Director

Denise Cauchi
Trustee

Dated November 2014

Note 1
The financial report supplied to ACFID has been derived from the audited annual accounts of Live & Learn Environmental Education Inc. as set out in the annual report for year ending 30/06/2014

Note 2
The Summary Financial Reports have been prepared in accordance with the requirements set out in the ACFID Code of Conduct. For further information on the Code please refer to the ACFID Code of Conduct Implementation Guidance available at www.acfid.asn.au

Note 3
A copy of the full financial report is available upon request by emailing livelearn@livelearn.org or telephoning 03 9650 1291.
Board of Trustees

Our Board of Trustees ensures good governance and financial integrity, and that Live & Learn’s focus remains true to its intended purpose. The trustees provide their time and expertise on a voluntary basis.

Christian Nielsen
Executive Director Live & Learn Environmental Education

Christian is the Executive Director of the Live & Learn. Christian has over 25 years experience as a development practitioner and has worked in Indonesia, Fiji, Solomon Islands, Vanuatu, Papua New Guinea, Cook Islands, Kiribati, Maldives, Cambodia, Vietnam and Sri Lanka.

Christian lived and worked in the Pacific Islands for a decade, where he supported the establishment of Live & Learn’s country programs. He has long history with the Solomon Islands and supported the Solomon Islands government delegation in international climate change negotiations.

He has consulted for the Asian Development Bank, the World Bank, European Union and United National Development Program on issues relating to natural resources management, climate change adaptation and mitigation, environmental education and environmental conflict resolution.

He is a Company Director of Social Entrepreneurs International, a global network bringing together social entrepreneurs.

April Merrick
Principal Consultant, Axe Creek Consulting

April has a passion for community lead environmental conservation and local action for global change. She lives in regional Victoria, Australia and runs a consultancy business advising not for profit organizations on governance and strategic development. In addition to, providing grant-making advice to State and Federal Government agricultural grants programs.

April is a Non Executive Director of Coliban Water Corporation, the Treasurer of Connecting Country Committee of Management and was a member of the Winton Wetlands Committee of Management. She has worked in the not for profit, government and private sectors in the fields of agriculture and natural resource management. Including Executive Officer of the Bjarne K Dahl Trust, Senior Research Scientist with the Department of Primary Industries and Technical Services Agronomist with IK Caldwell. April has also been a contributor to agricultural research and development projects in Indonesia, China and Canada.

April has a Bachelor of Agricultural Science (Honors), a Post Graduate Certificate in Climate Change for Primary Industries and has completed the Australian Institute of Company Directors Course.
Hugh Lovesy
CEO, Little Fish

Hugh Lovesy comes from Alice Springs, Central Australia. He has a background in psychology. He has had extensive managerial, entrepreneurial and cross cultural experience. He is a passionate about the environment and ensuring justice and fairness in the global economy. He has a wide range of other interests from astronomy, to bush walking, to making movies for YouTube to Zumba.

In 1977 Hugh founded a local rural development organization in Rajasthan, N.W. India. He lived in a small Indian village. From 1984 he worked in the remote Aboriginal community of Mimili in Central Australia – mainly in the pivotal role of community advisor.

In 1994 he co-founded Little Fish. The company was formed to put financial management and capacity building techniques, developed successfully by Hugh while at Mimili, into practice on a large scale.

Little Fish was the first Northern Territory company ever to win a national award in the prestigious Telstra Business Awards. We currently work in Australia and in several countries overseas.

Hugh’s story has been told in the book ‘Ordinary People Extraordinary Lives’ (New Holland 2001).

He has been featured on ABC TV’s well known business program – Inside Business.

John Fien
Executive Director, Swinburne Leadership Institute

John Fien is the Executive Director of the Swinburne Leadership Institute, and previously was Professor of Environmental Education at Griffith University and Professor of Sustainability at RMIT University.

He has been a member of the Australian National Commission for UNESCO and led research, policy development and training projects for UNESCO, UNICEF, UNEP, World Wildlife Fund International, the World Bank and the OECD.

He specialises in Education for Sustainability and facilitated the development of the UNESCO Action Plan for the United Nations Decade of Education for Sustainable Development. He has led teacher education programs on Education for Sustainability in many countries in Asia as well as in South Africa and Kenya.

His current work focuses on leadership problems, and seeks to develop ways of clarifying and enhancing leadership for the greater good, leadership development, and leadership in a greening economy.

Denise Cauchi
Director, Diaspora Action Australia

Denise Cauchi is a human rights and development advocate and practitioner, with a particular focus on armed conflict.

She is currently the Director (and founder) of Diaspora Action Australia (formerly Humanitarian Crisis Hub). Since 2008, Diaspora Action Australia (DAA) has worked with people from countries affected by war and conflict who promote peace, development and human rights in their countries of origin.

In the early 2000s Denise worked in protective accompaniment in Colombia with Peace Brigades International, and as human rights researcher with a Colombian women’s NGO. She has also held positions with Oxfam Australia and the Human Rights Alliance of Australia.

Denise is a member of the Executive Committee of the Australian Council for International Development, the International Council of Peace Brigades International and the Board of Slavery Links.

She has been a human-rights activist for over 25 years, in Australia, Spain, Timor-Leste and India.

Denise has a Master of Development Studies (University of Melbourne).

Before all this, she was a journalist.
Development Partners & Donors
Partnerships are central to our work. Live & Learn would like to thank our partner Community Groups, Donors, NGOs and Government Agencies, and others for their continued and invaluable support.

Volunteers
Volunteers are a key component of our teams, and each volunteer’s time, expertise and hard work are essential to our operations. Thank you!

Australian Council for International Development
Live & Learn is a signatory to the Australian Council for International Development (ACFID) Code of Conduct, which is a voluntary, self-regulatory sector code of good practice. The Code of Conduct defines minimum standards of governance, management and accountability for non-government development organisations. Adherence to the Code is monitored by an independent Code of Conduct Committee elected from ACFID’s membership. Live & Learn’s voluntary adherence to the Code of Conduct demonstrates our commitment to ethical practice and public accountability. More information about the ACFID Code of Conduct can be accessed at www.acfid.asn.au

Complaints
Live & Learn has a process for handling complaints. Please direct your complaint to Ms Iris Brito, General Manager, Tel: (+ 61 3) 9650 1291 Email: iris.brito@livelearn.org Information about how to make a complaint about a breach of the Code of Conduct can be found at www.acfid.asn.au

Commitment to Environmental Sustainability
Live & Learn is committed to sustainability including working towards reducing our carbon footprint. This annual report is designed to be distributed electronically wherever possible.


Left: Community member demonstrating the gas flow from a biodigester unit, in Pursat Province, Cambodia.
Supporting our work

All donations over $2 are tax deductible in Australia

Live & Learn thanks our supporters for their commitment to creating a sustainable world. We offer a range of methods for making donations as well as an opportunity for in-kind support. You can donate by:

1. **DIRECT DEPOSIT** into the Live & Learn Environmental Education account:
   - Account Name: Live & Learn Environmental Education
   - BSB Number: 633000  
   - Account Number: 127181444
   - (Please add your name as the reference. First time donors please contact us with your address details so we can mail a tax receipt)

2. **ONLINE** at www.livelearn.org and donate using your credit card.

3. **CHEQUE**: Please make out to Live & Learn Environmental Education and mail with this form to the address below.

4. **DEBIT** from a credit card (Visa and Mastercard only).
   - Card Number: 
   - Card Expiry Date: 
   - Name (on card): 

   Please fill in your details below and return so we can mail a receipt.
   - Name: 
   - Email: 
   - Address: 
   - Phone: 

   I would like to support Live & Learn with a:
   - [ ] Once-off donation of $ __________ or
   - [ ] Regular donation of $ __________ per month.

   (You can change the amount you donate at any time by contacting us)

   Please specify below, if you would like your donation to be used to support a particular project:

   ________________________________

---

Mailing address: Live & Learn Environmental Education
Ross House, 4th Floor, 247–251 Flinders Lane, Melbourne 3000 Victoria, Australia
Tel: +61 3 9650 1291, Fax: +61 3 9650 1391  
Email: enquiries@livelearn.org  www.livelearn.org

REG: A0041778J  ABN: 44 945 150 299
Live & Learn
Offices

**Australia**

**International Office**
Ross House, 4th Floor
247–251 Flinders Lane
Melbourne 3000 Victoria, Australia
Tel: +61 3 9650 1291
Fax: +61 3 9650 1391
Email: enquiries@livelearn.org
Executive Director – Christian Nielsen
Email: christian.neilsen@livelearn.org

**Northern Territory**
Unit 3, 98 Woods St
Darwin, Northern Territory 0800
GPO Box 2120
Northern Territory, Australia 0801
Tel: +61 (0)437683929
Email: nt@livelearn.org

**Cambodia**
#40, Street 568, Sangkat Beoungkak II
Khan Tuolkok
PO Box 91
Phnom Penh, Cambodia
Tel: +855 23 885 502
Email: cambodia@livelearn.org
Country Manager – Socheath Sou
Email: socheath.sou@livelearn.org

**Siem Reap**
C/o APSARA Authority
(former Siem Reap Administrative Town)
Bangkoung village, Sangkat Ampil
PO Box 93271
Siem Reap Town, Siem Reap Province

**Kampong Chhnang**
Street: B 040, Group 3,
Chheurng Khna village,
Punlei Commune, Bonibo District,
Kampong Chhnang Province

**Fiji**
52 Imthurn Road, Domain
Private Mail Bag
Suva, Fiji
Tel: +679 3315 868
Fax: +679 3305 868
Email: fiji@livelearn.org
Country Manager – Doris Susau
Email: doris.susau@livelearn.org

**Kiribati**
Bangantebure
PO Box 202
Bairiki, Tarawa
Republic of Kiribati
Email: kiribati@livelearn.org

**Maldives**
H. Bandosge 2nd Floor
Dubugas Magu
PO Box 3007
Malé, Republic of Maldives
Tel: +960 3303585
Fax: +960 330 1778
Email: maldives@livelearn.org
Country Manager – Mohamed Shumais
Email: mohamed.shumais@livelearn.org

**Papua New Guinea**
Talasea LLG Office Complex
Section 15, Lot 74
PO Box 844, Kimbe Town
West New Britain Province
Papua New Guinea
Tel: +675 983 4716
Tel/Fax: +675 983 4237
Email: png@livelearn.org
Country Manager – Ben Ngava
Email: ben.ngava@livelearn.org

**Solomon Islands**
DSE Building, Lombi Crescent Street
New China Town
PO Box 1454
Honiara, Solomon Islands
Tel: +677 23697 / 23698
Fax: +677 23697
Email: solomons@livelearn.org
Country Manager – Haikuu Baiabe
Email: haikuu.baiabe@livelearn.org

**Vanuatu**
Erakor House
(Erakor Bridge/Korman Stadium)
PO Box 1629, Port Vila
Vanuatu
Tel: +678 27448
Fax: +678 27455
Email: vanuatu@livelearn.org
Country Manager – Dr Andrina KL Thomas
Email: andrina.thomas@livelearn.org

**Santo**
Sanma Women’s Resource Centre
Building
Luganville, Espiritu Santo
Sanma Provincial Headquarters
Tel: +678 36807
Email: vanuatu@livelearn.org

**Tanna**
David Marafi Building
Lenakel Tanna
Tel: +678 88043
Email: vanuatu@livelearn.org

**Vietnam**
No.24, Lang Kien Truc Phong Canh,
Lane 45A, Vong Thi Street, Tay Ho District,
Ha Noi, Vietnam
Tel: +844 3718 5930
Fax: +844 3718 6494
Email: vietnam@livelearn.org
Country Manager – Do Van Nguyet
Email: nguyet.dovan@livelearn.org
Story from the field

Ms Sun Seuon from Kbal Trach Commune, Pursat Province, Cambodia, participated in Live & Learn’s agriculture and biodigester training in 2012. Back then she took out a loan to buy five chickens. Today, she has 8 hens and 40 chicks which she regularly sells to earn an income. She is still using the gas from the biodigester to cook and says it saves her time, as she no longer has to collect firewood.

Pictured top right: The biodigester at Ms Sun Seuon’s home which she fills with pig and cow manure. Background image: Feeding chickens in the vegetable garden where she grows zucchini, beans and bitter gourd.