A vision for a sustainable and equitable world free from poverty

ANNUAL REPORT 2018/19
Live & Learn is a network of local organisations operating across the Pacific, South East Asia and the Indian Ocean working towards an equitable and sustainable world free from poverty.
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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 nongovernmental 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 longterm 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.

Where we work

- Cambodia
- Fiji
- Kiribati
- The Maldives
- Papua New Guinea
- The Solomon Islands
- Tonga
- Tuvalu
- Vanuatu
- Vietnam

Sustainable Development Goals

Live & Learn is committed to achieving the Sustainable Development Goals through its work in various areas. While the 17 goals are all interconnected, our work primarily focuses on the following:
Localising development will lead to greater climate resilience

A core principle of Live & Learn’s development approach is acknowledging the resourcefulness of local people, their knowledge, stories and systems and build our work from this strength.

In a turbulent global and regional environment with climate change emerging as the greatest development challenge, full recognition must be given to development approaches with core objectives of building community resilience through localisation and transference of power to local populations and institutions. Especially in regards to protection of local ecosystem, which are critical assets in sustaining local societies and protection them from the impacts of climate change and natural disasters.

The experience within the Live & Learn network has shown that the localisation agenda is best pursued through alliances and partnership. A good example of this is Live & Learn’s involvement in the Nakau Programme, which pursues local forest conservation through the sale of carbon credits on the global voluntary carbon market. This financing enables communities to protect forests and invest carbon income in education, health and small enterprises. Our humanitarian partnership with CARE Australia, through the Australian Humanitarian Partnership enables our local offices in the Solomon Islands and Fiji to strengthen their skills in human preparedness and response. Our partnerships with Plan and UNICEF have enabled Live & Learn’s local offices to deliver water, sanitation and hygiene services in school and health care centres. Live & Learn Fiji’s partnership with Monash University through the World Mosquito Programme has escalated the eradication of dengue fever in Suva and provided a model that can be extended to other Pacific Islands countries. Live & Learn PNG’s partnership with Schneider Electric will bring solar power to healthcare centres and schools in New Ireland Province.
These projects have localisation as a core objective and are implemented through alliances and broad collaboration and we have seen over the years the effectiveness of the localisation agenda depends on the strength and inclusiveness of the partnerships and alliances. It is too great and too complex an undertaking for any one organisation to promote on its own.

This year, I would like to give a special thanks and acknowledgement to government partners across the network in whether it is local, subnational or national. The good will we see from our government partners through our daily work is encouraging and inspiring and we remain committed to support government strategies at all level in countries where we work. What inspires me immensely is when organisations and individuals come together and acknowledge their strengths and weaknesses in pursuit of a common goal. Through our work with national, local and subnational governments, I have seen the power of development approaches that focus on building confidence and connectivity, and that use strengths and attributes that already exist. Across the Pacific we work with more than 500 partners including local schools, health clinics and local institutions, and many of these partnerships stretch over a 10-year period. Using approaches that localise development efforts and allowing space for people and communities to grow in their own time and over time brings the confidence and sustained capacity that will lead to change that lasts.

This is critical as the challenges of climate change are increasing.

My heartfelt thanks go to colleagues across the Live & Learn network for your unwavering commitment to the people and communities that benefit from our work. Your energy and hard work is always valued and inspiring.

Christian Nielsen
Executive Director
Our priority is to support communities in sustaining their environments by improving practice.

Most of our time and resources are spent with people in their community inspiring action and change.
Water, Sanitation & Hygiene
Water, Sanitation & Hygiene

Water, sanitation and hygiene are essential for eradicating extreme poverty. Live & Learn combines locally contextualised water and sanitation system designs with a rights-based approach so that marginalised communities and individuals are able to use their own skills and resources to meet their water and sanitation needs. We implement projects that specifically improve access to safe sanitation, promote positive hygiene behaviour change, protect the local environment, and help people recover water and sanitation services quickly after disasters.

WASH Recovery and Resilience in Tonga

In response to the devastating effects of Cyclone Gita, the WASH Recovery and Resilience programme was established in partnership with DFAT in order to support post-cyclone WASH recovery and resilience efforts in Tonga. The targets include the improvement of health, gender equity and resilience for 35 Tongan communities, focusing on areas most affected by Cyclone Gita.

While the building of WASH facilities is the most basic need, the programme encourages community focus for WASH outcomes. This includes efforts to strengthen processes and skills within communities in order to safeguard WASH results at the village level. This process needs to be facilitated by good governance at the island and national level if there is to be a sustained availability of WASH facilities. Live & Learn seeks to work at these upper levels for good governance whilst assisting in the sustainability and resilience efforts.

Alongside strengthening systems, processes and skills, a handwashing campaign is also underway. The campaign underpins the primary goal of the WASH project by prioritizing the importance of handwashing as critical to the health and wellbeing of individuals and communities. Kindergartens and pre-school children are the target audience for this campaign. WASH education in schools is a crucial way to spread messages regarding good hygiene, as more than one third of Tonga’s population is under the age of 15.

The programme has been addressing the issue by focusing on rehabilitating on-site water and sanitation systems in 35 communities and in 4 districts. This happens through cooperation with key community members in establishing 22 Village Water Committees (VWCs) with a focus on gender equity and social inclusion and collaborating with a broad range of partners to strengthen the capacity of the Cluster partners by reviewing guidelines and standards underscored by gender inclusive approaches.

The project has established local WASH champions and has increased awareness of WASH in the targeted areas. It has improved partnerships at the sub-national level throughout the implementation process. The project has also excelled in building on existing frameworks and work undertaken previously by selected villages. Through these efforts positive effects have been felt by a
range of villagers – people with disabilities, single mothers, children, the elderly and large families. Many now have access to safe drinking water through rainwater harvesting systems which are designed to meet specific needs in particular contexts.

Through the implementation process there have been significant lessons learnt, such as the value of partnerships within Tonga to get the best results through cooperation and shared information, the value of stakeholder meetings and surveys in focusing efforts, and the importance of the pilot project system in ensuring best design for systems. Challenges are still present when introducing new concepts like VIP toilet systems, improved sanitation discussions and better handwashing practices into a culture that finds such ideas sensitive. However, the Live & Learn Tonga team continues to diligently work through these issues between levels in order to assist in recovery and resilience efforts in an area where more natural disasters are expected to occur due to climate change.

Better water for better living:

Meliame Tonga (82) lives with her husband Setefano Tonga (87) in the village of Esia in Eua. They value their life of independence but face some challenges regarding adequate WASH facilities. Having very limited sources of income, including the elderly people monthly benefit scheme from the government and remittance from their own children, they do not have enough funds to build adequate WASH facilities at home.

To make matters worse, Meliame’s husband is unable to walk. Meliame is responsible for all household matters, including cooking, fetching water from neighbours, washing, cleaning and personal hygiene. They have an unimproved pit toilet which only Meliame can use, while Setefano uses a portable one that Meliame empties into the pit latrine.

Installing their new rainwater tank has not only filled Meliame with joy and thankfulness, but most importantly, it fulfils their daily water needs, especially for drinking and general hygiene. Meliame joyously stated that she feels like this project is already adding some more years to their lives.
Wash in Schools Call to Action: Vanuatu

In an effort to improve health and education in Vanuatu, Live & Learn has partnered with P&O Cruises to produce the WASH in Schools (WinS) Vanuatu project, focusing on the construction of WASH facilities, WASH clubs in schools and enhanced training of teachers and managers. These efforts aim to combat the almost complete lack of education on handwashing in schools and the prevalence of ‘bush latrines’ in much of the country.

The project covers a number of thematic program areas, including Water, Sanitation and Hygiene (WASH), sustainable use of biodiversity, environmental governance, natural resource-based conflict management and peace building, understanding climate change, sustainable energy options, community-based waste reduction and management, human rights and community disaster prevention and preparedness.

The project seeks three integrated outcomes – improved safe sanitation for students and teachers, improved hygiene behaviour and strengthened schools WASH management. These outcomes are simple, scalable and sustainable and are reinforced by the UNICEF Three Star Approach which allows for a concentrated approach on areas that need the most assistance, established by grading schools on a common criterion. These methods have been built on by Live & Learn’s experience operating WinS programs in the Pacific but also through the ‘Assess, Plan, Act, Monitor’ approach which ensures that projects are working in their specific context.

The project has so far connected with a multitude of relevant stakeholders and has included workshops for key participants. Principals, hygiene teachers and some school board chairpersons across the initial 5 schools have attended WinS training workshops, wherein each group formulated a Theory of Change and WinS Action Plan for their particular school. These workshops have not only connected these stakeholders with Live & Learn staff but also formed connections between schools for integrated progress.

The aim for the Live & Learn Vanuatu team is to establish permanent hand washing facilities next to upgraded toilet block facilities in the five pilot schools. These facilities will contribute to good sanitation and hygiene habits amongst students, ultimately providing a safer and healthier school environment.

Key stakeholders at a Live & Learn-run workshop focussing on increased hygiene and sanitation in schools.
Water for Women in Solomon Islands

The Water for Women, New Times New Target Project (2018-2022) aims to improve the health and wellbeing of approximately 12,000 rural Solomon Islanders. This will be achieved by promoting positive hygiene practices and improving the quality and accessibility of WASH services in 22 rural schools, 8 clinics and 60 communities in the western area of Guadalcanal Province in the Solomon Islands.

According to the 2016 National Rural WASH baseline report, only 54% of people in the Solomon Islands have improved water access. The report also noted that only 13% of people have improved sanitation access and approximately 80% of the population practices open defecation. These WASH statistics are some of the worst in the world and signal the need for greater WASH improvements in the Solomon Islands.

Project activities include, but are not limited to:

- **Climate Resilience Water Safety Planning.** This includes catchment and climate change assessment, water quality testing, operations and maintenance, and the establishment of multiple improved water sources to strengthen WASH resilience.

- **Community Led Total Sanitation (CLTS)** that will eliminate open defecation in communities while building community resilience through self-empowerment.

- **WASH facility improvement,** which will strengthen management of and planning for WASH in clinics.

- The implementation of UNICEF’s Three Star Schools approach, which aims to improve WASH practices, access and management in schools.

- Supply strengthening that will be informed by research into appropriate avenues to improve accessibility, operations, maintenance and affordability of WASH hardware and services in rural areas. This will be conducted in collaboration with the International Water Center.

- **WASH in Schools (WinS),** a project that encourages schools to complete WASH activities including the teaching of positive hygiene practices and the improvement of WASH facilities. The objective of this project is to reach 22 primary schools.
In order to address the WASH challenges facing women and girls in rural communities the project also focuses on menstrual hygiene, with Menstrual Hygiene Management day being celebrated at Visale primary school. This event was the first of its kind and is part of a widespread campaign to encourage menstrual hygiene awareness within schools and communities, in order to reduce stigma and improve hygiene practices.

Water for Women, New Times New Targets is funded by the Australian Government Department of Foreign Affairs and Trade (DFAT), with a total budget of AUD $4.3m. The program is implemented by PLAN Australia and Live & Learn Solomon Islands and works with partners including the National and Provincial Environmental Health Divisions/Rural WASH sections (Ministry of Health and Medical Services) and the National and Provincial Education Authority (Ministry of Education and Human Resources Development).

Focusing on behaviour change, Water for Women, New Times New Targets follows the concept of WASH Resilience Planning that is founded on risk-based approaches to water and sanitation improvements. Improving social inclusion and encouraging all members of a community to play a role in WASH practices will contribute to enhancing gender equality and empower those living in rural areas to make positive change.
Vanuatu study

In order to better understand the barriers to inclusive WASH in schools in Vanuatu, Live & Learn Vanuatu conducted a study at 20 schools in Pentecost Island. The research was supported by MFAT through UNICEF New Zealand.

The research found that some of the most marginalised groups within schools, with least access to WASH, are students living with disabilities, younger class groups (classes 1–3) and girls who are menstruating. Issues of safety and privacy in toilets were also identified, as well as issues with the specifics of toilet infrastructure, such as lack of adequate supplies, low access for people with disabilities or poor construction of WASH facilities.

Practical recommendations included upgrades to toilet infrastructure, with safety and light in mind to facilitate girls more adequately, the need for more gender focussed class discussion with provisions to discuss menstruation issues, upgrades to make facilities disability friendly, as well as adequate supplies such as soap and sanitary pads. The research also highlighted the fact that students are receptive to these changes and have a positive outlook towards more WASH efforts in schools.

Congratulations Palia Community

In October 2019 Palia Community in the Solomon Islands celebrated the achievement of being the first village in in West Guadalcanal to receive the ‘No Open Defecation’ status. This was achieved after eight months of hard work following the Community Led Total Sanitation programme. In his remark, Pastor Raymond from Paila declared that ‘They have now seen the light’. People no longer defecate in the bush, on the beach and in the sea. Palia Community hopes to become a role model community and not to return to the old ways of open defecation.
Environmental Protection
Environmental Protection

Live & Learn’s environmental protection activities deliver low cost, community-based actions that protect biodiversity and fragile environmental regions while also providing alternative or innovative livelihood opportunities. Our projects cover environmental governance, biodiversity protection and education, invasive species management, conservation and eco-tourism training.

Drawa Forest Conservation Project

Based in Fiji, the Drawa Forest Conservation Project, with support from the Nakau Programme, addresses climate change mitigation, ecosystems-based adaptation to climate change and rural livelihoods and provides a solution to the challenge of financing long-term maintenance of protected areas. This is achieved through the safeguarding of forests by working closely with communities.

Forests provide a broad range of essential services for communities, including maintaining good water quality in streams, providing foods and building materials, maintaining soil moisture in dry times, and buffering communities from extreme weather events. However, the need for income generation in rural areas has driven the gradual loss of forest through logging and cash cropping. Typical approaches to forest protection often fail if they do not address the need for income generation that can replace the ‘opportunity cost’ of rejecting unsustainable developments. As part of the Nakau Programme, the Drawa project demonstrates the potential to finance forest protection and all of its associated co-benefits through production and sale of carbon credits.

The project is reducing greenhouse gas emissions (18,800 tonnes per year) by protecting the forest under custom and legal agreements. Project partners Live & Learn Fiji and Nakau help the project produce carbon credits and sell them to the private sector.

Income generated by carbon credit sales is used to ‘compensate’ families for the loss of income from logging royalties and provides funds to employ land management rangers. The project also strengthens the governance and business capabilities of the Drawa Forest Communities Cooperatives and helps them to invest in beekeeping.

Live & Learn facilitated regular training activities and support visits to build capacity of the Drawa Block Forest Communities Cooperative to manage their carbon and associated beekeeping businesses, which included the following:
The Drawa project has contributed to the improved capacity of the Drawa Cooperation to manage their budgets and distribute benefits to landowners more effectively while increasing income generation through the sale of carbon credits and honey sales. There has also been a focus on sustained engagement of women and youth in the village and council meetings, resulting in more economic and decision-making participation. All of this has resulted in a reduction of 18,800 tonnes of greenhouse gas emissions in the past year, which has ultimately increased the visibility and recognition of the project in Fiji’s national emissions reduction program, contributing to a multitude of global climate change mitigation efforts.

- Six phases of business and financial literacy training were delivered to the cooperative board and members involved in carbon and beekeeping activities. The training improved financial bookkeeping practices for the carbon business, and for the beekeeping businesses also running under the DBFCC structure.

- A series of cooperative governance/planning support visits were conducted for the DBFCC board and for Cooperative participants separately in Batiri, Dreketi, Labasa and Drawa.

- The DBFCC was supported by Live & Learn to plan and deliver their AGM in Batiri village.

- Income from sales of carbon credit was distributed to mataqali participants through the cooperative.

- With support and training from Live & Learn, The Drawa rangers undertook forest area inspections and collected biodiversity data following the methodologies in the Drawa Forest Conservation Management Plan.

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Threatened species in Vanuatu face increased challenges due to the vulnerability of the area, an issue which is made significantly more difficult without proper monitoring and management of biodiversity. As such, the increased capacity of local rangers of Community Conservation Areas (CCAs) is increasingly important.

Live & Learn, in partnership with Critical Ecosystem Partnership Fund, is working on a project that strengthens the governance of local community capacities to manage threatened species within key biodiversity areas. The project has seen qualified trainers work with 10 rangers from 5 CCAs in species monitoring. This has been achieved in conjunction with a Rangers Toolkit, the first of its kind for the country, and a Rangers Monitoring App which streamlines the monitoring process through interactive mobile technology.

The production of the Rangers Toolkit and mobile app has been useful for multiple NGOs working on conservation efforts in Vanuatu, with the Vanuatu Department of Environment and Conservation directing trials for parts of the toolkit in their own specific areas. One of the CCAs that participated, Live & Learn’s first supported site, was awarded the United Nation’s Equator Award for 2019.

The success in Vanuatu has gained significant interest from other communities who have expressed their own wish to partner with Live & Learn Vanuatu in assisting the registration process to conserve their land, as opposed to using it for commercial purposes such as logging.

Live & Learn Vanuatu has learned that an important part of the process is gaining as much understanding as possible of the particular needs and vulnerabilities of communities. Some communities are not yet familiar with phone and app technology and so need to be trained as to how to use such devices before any monitoring and management training can begin.
Award-winning forest enterprise

The Ser-Thiac family business manages the Loru Forest Carbon Project in Kole village, east of Santo, in cooperation with the Nakau Programme and Live & Learn Vanuatu. Their efforts have focused on locally run forest management and the selling of carbon credits in order to conserve the forest instead of exploiting it for commercial enterprises. In doing so they simultaneously develop the local community and make efforts to mitigate climate change. They were recognised for their efforts as one of 22 global community-based conservation projects by being presented with the prestigious Equator Award, hosted by UNDP in New York. Live & Learn Vanuatu’s Glarinda and Serge were in New York to accept the award on behalf of the Ser-Thiac family, of which Serge is a member.

Live & Learn Vanuatu’s Glarinda and Serge (centre) receive the UN Equator award for 2019 in New York.
The World Mosquito Program has continued its work in cooperation with Live & Learn Fiji to reduce the instances of dengue fever, zika and chikungunya in the country. The nation struggles with outbreaks of these sometimes fatal diseases. The program continues to use innovative scientific methods to ensure the reduction of these transmissions, working towards a healthier nation.

The introduction of Wolbachia mosquitos works towards transforming the native mosquito population through their natural breeding cycles into a species that is unable to transmit deadly diseases. Wolbachia is a native bacterium, found in most insects but not mosquitos. It combats the transmission of disease naturally and as such, the introduction of it to the mosquito population poses no risk to ecosystems or human health.

The program has been building on the previous year’s efforts by continuing the release of Wolbachia mosquitos into the surrounding areas of Suva, the nation’s capital, and on through the coast and interior of Viti Levu. The program has since reached one of the easternmost towns, Nadi, where the program has been supported by the Nadi Town Council.

The program will continue the release of Wolbachia mosquitos throughout targeted regions in Fiji while also continuing to build and promote the program with relevant stakeholders in Fiji.

“The World Mosquito Program and the Nadi Town Council have a shared mission to make communities a healthier place to live. We know this project has so much potential to naturally help reduce mosquito-borne diseases like dengue in Fiji and we are honoured to play a part in this unique initiative.”

Senior Health Inspector, Nadi Town Council Chair, Community Reference Group, WMP Fiji.
Participatory Restoration of Upper Stung Siem Reap Watershed

The upper area of the Stung Siem Reap Watershed is susceptible to degradation and deforestation which then affects the lower areas of the catchment, decreasing fish spawning and reducing water for agriculture. The Live & Learn Cambodia team have worked with communities in the upper Stung Siem Reap Watershed, empowering them to sustainably and equitably protect and conserve their natural resources. The project will directly build capacity and enable the environment for community and local authorities to raise awareness and protect resources, while increasing their ability to communicate effectively with local authorities.

The project is operated with the understanding that forests play an imperative role in enabling climate resilience and can be done through methods that empower communities. This is a challenging concept in the context of Cambodian rainforest management, given the ambiguity and selective implementation of national forest laws and policies. However, Live & Learn Cambodia have been working with a variety of actors and government to promote the importance of sustainable forestry.

The project works by strengthening community knowledge and capacity to access and control community forest by producing community forest management plans and community protected area management plans. This is done while improving community livelihoods by exercising their basic rights in accessing Non-Timber Forest Products (NTFP). This has engaged farmers, women and youth in the processes of community development, and also has simultaneously aligned efforts and communication with government officials to contribute to good governance.

The project realised a range of goals, some of the most significant being:

- The project launch workshop, with many NGO partners, government departments, local authorities and CBO committees. There were more than 135 participants.

- Enhanced community mobilization and engagement by focusing on women’s empowerment and grass-root advocacy strategy.

- Empowered community members, CBO members and local authorities for climate change resilience and forest management.

- Strengthened networking through regular meeting between department technical officials, local authorities and CBO committees.

- Community-led awareness-raising, capacity building, and skill transferring for forest and land-use management and climate resilience.

- Training staff, community members and local authorities to be able to effectively communicate and influence policy agenda.

- Project monitoring and coaching of CBOs by the project team.
Non-timber forest products (NTFP) have helped communities generate seasonal incomes

Ms. Doeun Pouch, a member of CPA at Preah Cheyvaraman Norodom Phnom Kulen National Park, said with a smiling face, ‘I am so pleased seeing a thousand of forest happily growing in a community. It has given me a lot of different NTFP. It looked better than the previous year in forest management through my observation. I have a right to access to NTFP.’

She added, ‘My family livelihood and three kids’ education usually depend on the community forest. Through community awareness-raising events, I also get more understanding about the benefits of the forest and ways in forest management in participation by information sharing about illegal logging to the community patrolling team. Both myself and community people, especially women, are more active in participation with CBOs events now. Before we rarely join with CBO committees. We are much appreciated with a community discussion. I usually get an annual income as cash, approximately USD 150.00 to 250.00 from NTFP.’
New Ireland Access to Energy

Most of Papua New Guinea’s 8 million people live in rural communities and are faced with significant challenges in health, education and economic opportunity. Access to reliable energy is also a major challenge for much of the country’s sparsely located population, meaning that improved access to electricity infrastructure and services is a key priority for improved livelihoods in the region. Cheaper, more reliable and ingenious energy solutions have the ability to drive social and economic opportunities in PNG.

In November 2018, PNG hosted the Asia Pacific Economic (APEC) Forum, in order to foster economic growth in the region. A commitment was given during the forum by Australia, the United States, New Zealand and Japan to help fund energy supply systems to 70% of the population of PNG by 2030, a goal which requires a range of energy models.

Liv&Learn, in partnership with Schneider Electrical Foundation, is working to deliver low maintenance solar systems to schools and health facilities, improving the lives of marginalised groups in rural New Ireland Province. The project leverages Schneider’s technical expertise and innovative technologies while utilising Live & Learn’s community development expertise in PNG.

This project exists at an exciting time when rapid improvements in energy technology has created energy generation and storage options for the developing world. Developing economies can skip traditional large-scale electricity infrastructure and steer towards small-scale, renewable options which are ultimately more reliable and sustainable.

As part of this program, Live & Learn will be carrying out a social analysis with targeted communities in New Ireland Province to gauge how community-based solar networks can be established, with various models and structures of ownership and governance being evaluated. Sustainability and scale are of paramount importance, and this project represents pilot activities that after 18 months will be suitable for scale across New Ireland Province. Live & Learn has already carried out extensive social analysis of communities and their usage of energy and energy management, while Schneider has designed bespoke solar systems for 9 schools and 5 health facilities in New Ireland.

Through the work of the Live & Learn team there has been an increased community understanding of the potential for solar energy systems in the province and their benefits for schools and health facilities. Live & Learn has also established a provincial working team in New Ireland to advise on how best to provide renewable energy solutions for key institutions.

There have been challenges in the implementation of the project given the complexity of community structure and how it intersects with new community technologies. Often individuals will utilise the power source to its maximum degree without knowledge of the systems load and its ability to be shared across households. As such, a user pays system is being designed that encourages individual household ownership of systems, maximising efficiency and ownership.
The Live & Learn Cambodia team wrapped up the ACHA project in 2019, an effort which achieved more sustainable management of the heritage of Angkor Park while providing economic prosperity and food security for the residents within the park. This effort was backed by New Zealand through MFAT and was implemented by Live & Learn, working to address poverty reduction and increase food security within the region.

The project was launched to simultaneously increase human rights and access to food while underscoring the involvement and independence of women in the agriculture industry. This was done while reinforcing methods of climate change adaptation for the residents of the park, given its vulnerable status due to changing climate and its effects on agriculture.

The Live & Learn Cambodia team worked closely with communities in order to facilitate the project’s ambition of closer community engagement. This was not without its challenges, and the team had to withdraw from this approach with some of the communities on the basis of religious grounds. However, community relationships were developed and helped greatly in the support of heritage crop enterprises. Education regarding heritage crops was a key component in the project and was a critical factor in the realisation of the project’s outcomes, as was the development of water systems plans, which identified significant water sources, and strategic management plans linked to flood and adaptation efforts.

On completion the project represented a 1:5 return on investment from the original NZD 4.5 million, resulting in the following:

- Sixteen water infrastructures were constructed or rehabilitated, resulting in over fifty million cubic metres (50,000,000m³) in potential water storage, and total economic benefits from water activities in the range of NZD 14 million to 20 million.

- Irrigated land has increased by 1090 ha and there is a reported 100% reduction in flooding. Water storage has mitigated impacts of drought in the project area.

- ACHA’s agricultural activities resulted in a 199% increase in yield of major crops for 163 farmers (84 women) resulting in an average annual profit of $602 per farmer.

- 150,334 trees have been planted, with 57ha under riparian management and nurseries supported for ongoing planting activities.
In the Maldives it is common for the harbour fronts of inhabited islands to be cleared of vegetation. Despite environmental impact assessments carried out prior to harbor construction stating that only minimal vegetation must be cleared during harbour development, vegetation is regularly cleared prior to initiation of the harbor construction. This is done with the assumption that it makes harbor construction work easier. However, it has detrimental effects on the local environment.

Youth Empowerment on Harbour Landscaping in the Maldives was initiated in 2018 and aims to address this issue by engaging youth in art, photography and storytelling as a way of expressing the need to increase and retain vegetation in harbor areas of inhabited islands. This project is supported by the Global Environment Facility small grants program. The long-term goal of the project is to inspire and support youth to express their views about environmental management and to become environmental stewards.

Project activities were advertised over social media platforms in order to seek participants from outer island communities. Participants were then provided with a training program using online platforms. Entries were gathered via email, some of which included photos of the harbour area with drawings that depicted the participants’ ideas on how the harbor should be rehabilitated, accompanied by a story. Youth from five different island communities have participated in Youth Empowerment on Harbor Landscaping.

Training was provided to participants using specifically designed toolkits on environmental education, including photography tips and information about appropriate trees for harbour areas. During the training programs, the participants were guided to develop and share their stories with a wider audience including island leaders and decision makers. As a last and final stage, the participants of the project were encouraged to initiate community-based activities to act on the issue that they highlighted through their stories. This could range from conducting a meeting or awareness session for the community leaders to hands-on tree planting activities.

In the past, harbor areas of islands were used as communal areas where the communities could gather, play games and enjoy other activities. Showcasing a ‘model’ harbour with natural vegetation restored will hopefully work towards the development of a more environmentally friendly area. Highlighting the importance of retaining as much native vegetation as possible minimizes the impact on the natural environment during harbor construction activities.
Clean Air and Green Cities in Vietnam

Air pollution has become increasingly more serious over the last decade in major urban areas such as Hanoi, Ho Chi Minh City and other industrial cities. Air pollution is considered by the World Health Organization (WHO) as the greatest environmental risk to health. Nine out of ten people breathe polluted air every day, which kills seven million people prematurely every year from diseases such as cancer, stroke, heart and lung disease. In Vietnam, health concerns related to air pollution are particularly prevalent in children, women and the elderly, causing respiratory and cardiovascular issues which often result in hospitalisation.

The Clean Air Green Cities programme (CAGC), in partnership with USAID, aims to address air pollution and its health impacts in Hanoi and other cities in Vietnam by building collectives that focus on actions and networking of local actors such as youth, schools, communities, businesses and governments. The Vietnam Government approved the “National Implementation Action Plan on Air Quality Management (AQM) up to 2020, with a Vision Toward 2025”. However, there has been a lack of stakeholder coordination, and it is unclear what the appropriate immediate and long-term measures are to address this complex problem. The general public lacks awareness about this issue and their contribution to and protection from air pollution. Their knowledge, particularly regarding health impacts on children, is still very limited.

CAGC seeks to address these issues by pursuing these results:

Result 1: Local actors and networks in air quality management and environmental protection are connected and networked through The Hanoi Clean Air Green Cities Alliance,

Result 2: Increased access to resources mobilized from private sectors and civic groups,

Result 3: Capacity of network member is enhanced on responses to air quality and health impact issues,

Result 4: Increased awareness and actions on air pollution and health related impacts, especially for children, youth and communities,

Result 5: Increased collective actions and advocacy for Clean Air Green Cities by youth and members of the alliance.

In order to achieve these results a number of activates were conducted by the Live & Learn Vietnam team. These included the building of clean air networks, learning events, workshops and social media platforms. Four websites, five animation videos were also developed and disseminated, along with implementing training and awareness activities that attracted 3000 participants. This was achieved while also supporting 43 youth groups to promote actions responding to air pollution.
The Last Straw

“Burning straw is the only option, as we do not have anywhere to store the straw. It is now too crowded due to the increasing population, so there is no other way but to burn it,” said Mr Pham Quang Ky (64) from Hong Ha commune, Dan Phuong district, Vietnam. Only one year ago, his family, like hundreds of other households in the Hong Ha commune burnt all the straw after the harvest.

“Last Spring season, people all burnt straw, causing obscured dust and smoke, which badly affected the health of the people around. I have a small grandchild, who must be sent to evacuate in Son Tay, because if I let the children stay at home, they would cough all the time,” said Mr Pham Quang Ky. After participating in the communication sessions and training organised by Live & Learn Vietnam Mr Pham Quang Ky registered for three packages. These packages will help to increase soil fertility, reduce cost on (inorganic) fertilizer, limit the use of chemical fertilizers and treat weeds and straw as fertilizer for ornamental plants.

Mr Pham Quang Ky shared that “Farmers are now very active. If they see anything beneficial and interesting, they will apply it immediately. I and my neighbors around the village often sit together to discuss and shared experience in production, including techniques for composting rice straw in the field and composting using biological products. We also discussed if next year there would not be support from the project, we would still buy straw treatment products”.

These actions have resulted in a range of positive impacts such as:

- Over 100 low-cost air sensors have been installed for scaling up the air monitoring system with the joined 3 state actors (DONRE, NIOEH, Van Ha CPC) and 21 non-actors including Research institutes, Universities, Schools and NGOs.

- 184,185 citizens have gained benefits by accessing information and education materials, in which 16,011 people taking green actions for clean air green cities.

- 14 collective advocacy actions have been coordinated and hosted by core-working groups such as state agencies and non-state actors including civil groups and youth groups and businesses.

- A network has been built with over 70 stakeholders government agencies, research institutes, universities, development agencies, youth groups, schools, and private sectors. The network has conducted 28 learning events (workshops, talkshows, study tours) to create an open space for sharing learning and good practices with 2685 participants.

- Private sector and development agencies have provided 30 different types of support including cash and in-kind support for raising awareness and taking green actions for clean air.

The project continues to strengthen through the partnerships and networks created, resulting in more air monitors for schools, institutions and offices in Hanoi. Community workshops are providing more accurate technical information about air quality. Further effort will continue to benefit the growing online presence which is mobilising citizens thorough digital media and promoting their access to safe air.
Climate change is already affecting communities in small island states. In the Pacific, poor environmental management of forests, marine resources and wetlands have lowered resilience to climate change. The Pacific Islands are highly vulnerable to the risks posed by climate change because of their size, isolation and narrow economic base. Climate projections are bleak, indicating that food security will decrease. Adaptive capacity is hindered by poor access to information and innovative and appropriate technologies.

Live & Learn works to strengthen the resilience of island states in the face of potentially catastrophic climate change events by supporting the mainstreaming of climate change adaptation into development planning and budgeting at all levels of government. We also work to strengthen community resilience to local level climate change through facilitating local adaptation plans and establishing food banks and knowledge hubs to trial resilient crops and share knowledge on strengthening food security systems.
Community Fire Management in Papua New Guinea

Central West New Britain, Papua New Guinea, is a biodiversity hotspot due to its high species richness and provision of habitats for many vulnerable species. To help protect this natural resource Live & Learn is currently working with communities to establish a conservation area that could cover over 100,000 hectares. In April 2019 Live & Learn also released the Via River Catchment Fire Management Plan, which identifies strategies to reduce the impact of wildfires on biodiversity and community resources.

Wildfire was identified as the biggest threat to forest integrity, after logging and conversion to palm oil. Climate change has resulted in an increased risk of wildfire in forest areas, which poses a threat to biodiversity as well as to the livelihoods and resources of local communities. In order to mitigate this risk Live & Learn has received support from USAID’s Pacific-American Climate Fund to collaborate with local communities and government stakeholders to develop the Fire Management Plan, the strategies of which will be adapted and used throughout PNG to address the threat of wildfires that are being exacerbated by climate change.

This project will support local communities in developing sustainable livelihood initiatives, reducing pressure on them to engage in economic activities that lead to deforestation and forest degradation. Benjamin Sipa, Live & Learn Project Manager, states, ‘A challenge for improving fire management in PNG is the remoteness of many rural villages and limited capacity of government agencies; therefore the plan emphasises community self-reliance, improving the coordination and access to information of all levels of government.’

Planning at community level can help to mitigate the risks of wildfire, especially when communities are regularly informed with the most up-to-date climate data and information. A fire management pack and poster, which aim to promote fire awareness and provide clear steps and recommendations for community planning, have been made available to communities in high risk areas. Through work with Live & Learn, people living in Central West New Britain are developing their own fire management plans, which are intended to be integrated with national and local government agencies. Allowing communities to have early warning and an understanding of risks associated with wildfire will reduce their vulnerability and help them better recover from these events.
Communities who rely on natural resources and agriculture farming in rural areas of Cambodia (particularly in Varin district, Siem Reap province) have been facing challenges due to the adverse effects of climate vulnerability and climate change. Women, female-headed households, older persons and those with disabilities are particularly vulnerable to changes in livelihoods due to climate change, which can include water scarcity, poor market assurance for agricultural products and soil degradation.

The Rural Water and Agriculture Infrastructure Initiative (RWA-II) aims to improve the income generation of poor farmers by setting up a local agriculture market, rehabilitating an irrigation system, and providing climate-smart agriculture (CSA) concepts. The project has two different outcomes: improved resilient in crop production and access to market and finance.

One of the positive effects of the programme is the establishment of five Self-Help groups (SHG), which have directly made improvements by generating team members’ incomes. Most of the SHG members are women from poor backgrounds, many of whom are in debt with different private sectors. After joining her local SHG, Mrs Tor Kimyin, member of Reak Chamroeun said, ‘I got USD 250.00 as a loan from the saving group in September 2019. I used the total amount of the loan for my family business by running grocery store. Totally, I can have my daily income generated from the business.’ She added, ‘I can earn a monthly income from USD 225.00 to 250.00. I am much appreciated with my business.’
Live & Learn Cambodia has cooperated with key project implementers, especially the Provincial Department of Water Resources and Meteorology (PDoWRAM), in order to improve the outcomes of this initiative. This has resulted in the conducting of baseline surveys of four communities in Varin District, five technical trainings on climate-smart agriculture (CSA) and the formation of a core Water Farmer User Group (WFUG) that had 18 committees at a commune level.

The Rural Water and Agriculture Infrastructure Initiative has engaged people, especially farmers and youth, in the process of a community development plan, aligned with the local authority and technical officials from the department. Their joint work has improved governance.
Human Rights
Live & Learn’s developmental approaches conceptualise human rights as the foundation of strong communities, where everyone can contribute and feel included. This approach recognises the inherent value of each person, regardless of background, where we live, what we look like, what we think or what we believe. This is the moral foundation of all of our work and influences the nature of the projects that are implemented by Live & Learn. We value the power and rights of the individual and believe that upholding human rights is essential to achieving sustainable development.
Human Rights Based Approaches to Address Climate Change in Kiribati

For the first time in Kiribati, a project that links issues of climate change to human rights is in effect. Over 30 communities have been reached and for many this will be the first time they have heard the two concepts discussed in unison. Human Rights Based Approaches to Address Climate Change in Kiribati introduces the idea that people have the human right to live in a world without climate change. The aim of the project is to educate communities so that they understand that people have basic human rights to clean water, to live without pollution and to not have their land taken from them.

Kiribati is one of the first countries in danger of becoming uninhabitable as a result of climate change. As a low-lying Pacific Island Nation, it is vulnerable to sea level rise, storms and flooding. An additional danger is the threat posed to local coral reefs, which are very sensitive to rising temperatures that can lead to coral bleaching, affecting the fragile ecosystem that the nation depends upon.

Human Rights Based Approaches to Address Climate Change is funded by the UN, UUSC and KCAN. Some of the project elements include capacity building, advocacy, community outreach, waste recycling initiatives (in collaboration with the Minister for Environment) and research on the effects of mangroves as natural buffers and a method of climate resilience. This project addresses the challenges of climate change by empowering community members to write claims for assistance and demand their rights. To date, three conventions on human rights have been held in Kiribati for women, children and community residents. Since the project’s conception, structures are now in place for people to report the issues that affect them and for those to be documented at the office of the president.

As a result of Newstart, a programme that stems from this project, other changes are being seen in these communities around the benefits of living a healthy lifestyle. As part of Newstart, communities undertake a four-day class on water, nutrition, the positive effects of sunshine and cooking with healthy foods. Many communities have since started community gardens and made improvements to their overall health and wellbeing.

Through the spread of information, over 350 communities have been affected by the Human Rights Based Approaches to Address Climate Change project and now have an improved understanding of human rights in relation to climate change. A positive consequence of the project has been the requests from further communities who would like to be involved, and the number of people who are reaching out to Live & Learn Kiribati for more information.
Poor education, malnutrition and low access to sanitation are three interrelated factors that perpetuate inequality in Vietnam. According to the World Bank Report ‘Vietnam 2035’, “Little attention is given to environmental education in primary and lower-secondary schools.” This disproportionately affects ethnic minority children and children in lower levels of education, who also experience increased vulnerability to the effects of climate change and natural disasters. The long-term impacts of disasters and climate change, due to poorer living conditions, lower involvement and lower access to information, have a large affect on a child’s learning conditions and learning outcomes.

In partnership with the Belgium government Live & Learn Vietnam has established the Educational Impact programme, which aims to improve the environmental education of children from ethnic minorities in Vietnam. This will be done by building the capacity of teachers, students and local government as well as raising awareness and instigating advocacy at the provincial level. Disaster Risk Reduction (DRR) and Climate Change Adaptation (CCA) will be integrated into school curriculum in order to equip students with knowledge, skills and resources to better prepare them for the impact of natural disasters and be able to respond accordingly.

At the national level training will be conducted for core members of the Women’s Union on the integration of DRR and CCA into Women’s Union Activities. Similarly, training and workshop programmes with students, teachers and government staff have been conducted which focus on DRR and CCA efforts for children. Other activities undertaken by the programme include developing Safe School Plans (established in order to empower students and staff to design and implement DRR and CCA), landslide prevention and waste classification, community communication events and school wide initiatives which support the themes of the programme.

As a result of these activities student’s knowledge and skills related to DRR and CCA has increased. Survey results show that students now know how to use tools to deliver information on DRR and CCA. A particular teacher commented that students appeared to be enjoying school and were more confident in themselves. 100% of schools have developed a safe school plan with the participation of teachers, parents, representative and students.

A core outcome of the Educational Impact programme is the advancement of children’s rights and equality for girls. As a result of this programme children from ethnic minorities are able safely study in an environment that promotes awareness and involvement of students and communities in the areas of environmental protection, climate change adaptation and disaster risk reduction.
Empowering women and girls to participate fully in all aspects of life is essential to building stronger economies and to improving the quality of life for families and communities. Live & Learn promotes gender equality and inclusion across all areas of our work. Seeing women involved in all areas of decision making underlies our project work. Empowering women and girls to be agents of change in their communities and in development initiatives is integral to our organisation.
The Gender WASH Monitoring Tool in Solomon Islands

WASH is an important entry point for gender equality and inclusion, which is why Live & Learn Solomon Islands has partnered with Plan International Australia to implement the Gender WASH Monitoring Tool (GWMT). Integrating gender and inclusion strategies into WASH programs, and monitoring their progress, can be a challenge. The GWMT has been designed to assist with this process and measure strategic changes in gender relations.

Complying with traditional gender roles, women in the Solomon Islands are commonly responsible for daily household WASH tasks. The National WASH Policy observes that, ‘Collecting water is traditionally the role of women and children (girls).’ However, women and girls are rarely involved in decision making or management activities regarding WASH.

The GWMT assesses four gender indicators in order to generate specific data.

These indicators include:

- The level of shared WASH workload in the household
- The level of participation in WASH activities in the community
- The level of women’s leadership in the community around WASH
- The level of shared WASH decision making in the household

By seeking to address issues within the home and the community using these indicators the GWMT can raise awareness about gender roles and relations surrounding WASH and improve practices. Training is key to implementing the tool, as it provides an opportunity to discuss gender roles and relations with a community in a safe and supervised environment. The data from these meetings is then analysed and used to improve WASH programmes that are currently being implemented or will be implemented in the Solomon Islands.

WASH projects commonly focus on practical changes, such as the number of women on WASH committees. However, insufficient attention can be given to creating beneficial changes in gender relations, such as the extent to which women have the power to make decisions and implement change on those WASH committees. WASH programmes like this one succeed by seeking practical and strategic changes, as they are both interlinked and crucial to contributing to gender equality and inclusion.
Women’s Empowerment in Local Community Development in Cambodia

Promoting gender equality is not only the responsibility of women but a shared responsibility that involves everyone. Live & Learn Cambodia has implemented the Women’s Empowerment in Local Community Development project and set specific criteria to ensure that women play an essential decision-making role in their communities.

Key achievements of Women’s Empowerment in Local Community Development have included increased awareness and capacity for protecting the rights of women and girls and the establishment of a platform that engages men, women and local authorities to discuss gender issues in their community and find solutions together. Monitoring visits, surveys, interviews, case studies, reporting, reflections, reviews and evaluations have been undertaken to ensure learning initiatives are thorough and effective.

A positive outcome of this project has been the Gender Task Force Group (GTF), who have been successful in engaging community members, raising social development issues and bringing them up with the local authorities for intervention. Increasingly, these issues have included gender, child protection and domestic violence. The GTF has been supported by Commune Councils and World Vision Cambodia. GTF activities are conducted in cooperation with local authorities and health care centres in Boribour district.

Ms. Lan Sitha, a new member of the GTF said, ‘I decided to request membership in the Gender Task Force Group because I could see that this group is very active at raising awareness and transferring knowledge to villagers and community members. I want to build ownership and self-confidence like other GTF committee members.’

The project has directly benefitted vulnerable/marginalized groups from Chak commune, including widows, women with disabilities, women who have experienced some form of violence and people from low economic backgrounds. Direct beneficiaries number over 180 people, including 133 women. These people have directly engaged with project activities, received interventions or benefits of the project and have provided input for the project.

Women’s Empowerment in Local Community Development is committed to analysing gender differences in its activities and creating equitable opportunities for women, men, young people, boys, girls and people with disabilities (including those in the GTF), in order to overcome barriers, contribute to their local community’s development and realise their rights and potential. GTF is committed to implementing the code of conduct that creates equal opportunities for men and women in its work.
Changing Our Life with Clear Goals and Perspectives

My name is Van Sela (18 years old) and I am a member of the Gender Task Force Group (GTF) in Chak commune, Boribour District, Kampong Chhnang Province. Before, I found myself too nervous to speak with other people. I’m shy and was too scared to participate in public activities.

When the GTF was established I became interested in the discussions related to gender issues and community development and participation. I have gained knowledge on finding solutions to issues, teamwork and child rights and protection. Nowadays, I am brave and have changed my attitude about participation and can raise issues at commune meetings. I think that women can do everything a man can do if she has clear goals and objectives.
Disaster Risk Reduction & Response
Live & Learn works with communities and governments, at various levels, to help people better prepare for and recover from disasters. Our work includes risk and vulnerability assessment, building community resilience through collaboration, integrating risk reduction across government policies and advocating for sustainable management and protection of forests and marine environments. Raising awareness of disaster risk and safeguarding livelihoods, food resources and water by promoting climate resilient crops and farming techniques is integral to our work in this area. Our aim is to encourage a culture of preparedness in the communities we work with to promote efficient and effective recovery efforts.

Australian Humanitarian Project in Fiji

The population of Fiji is exposed to a range of hazards, including tropical cyclones, storms, floods, drought, earthquake and tsunamis. Resilience to climate change and disaster preparedness are priorities for the Government of Fiji, who recognise the importance of integrated climate change mitigation and disaster risk reduction.

The Australian Humanitarian Partnership (AHP) is a five-year (2017-2022) partnership between the Australian Government and Australian non-government organisations (NGO). Live & Learn Fiji is working in partnership with Care Australia in the AHP.

Disaster READY, an initiative created and promoted through the AHP, will focus on inclusive community-based disaster risk management to ensure women and people with disabilities are involved at all levels. It also aims to strengthen coordination mechanisms among humanitarian actors and improve approaches to humanitarian action which meets the needs of minorities and vulnerable peoples, including children, members of the LGBTQI+ community and the elderly.

This year Live & Learn Fiji played an active role in the WASH and Food Security and Livelihoods clusters in Fiji’s humanitarian response system. They were also engaged in the Disaster READY Fiji Country Committee, which successfully secured FJD500,000 in funding from the START Network.
Disaster READY in Solomon Islands

The Solomon Islands are prone to a variety of extreme weather events, including flooding, earthquakes, cyclones, tropical storms and tsunamis. Due to an economy based on agriculture, forestry and fisheries, the effects of disasters can lead to devastating consequences for communities across the nation. To combat the vulnerability faced by these communities Care Australia in partnership with Live & Learn Solomon Islands have implemented the Disaster Ready project with the Honiara City Council.

Delivered by the Australian Humanitarian Partnership (AHP), Disaster READY has five clear objectives:

Objective 1: Communities are better prepared for rapid and slow-onset disasters.

Objective 2: The rights and needs of women, people with disabilities, youth and children are being met in disaster preparedness and response at all levels.

Objective 3: Government, NGOs, the private sector and communities coordinate more effectively for inclusive disaster preparedness and response.

Objective 4: National NGOs and faith-based organisations have more influence and capacity in the country humanitarian system.

Objective 5: AHP NGOs work effectively together and with other relevant stakeholders.

Live & Learn has conducted awareness drills in four schools, which cover evacuation procedures and information on a variety of disasters. A total of 3,270 students (1,685 boys, 1,585 girls, and 90 people with disabilities) have participated in these drills. This activity has resulted in increased awareness, as well as schools prioritising disaster preparedness. One principle noted that the last time a drill had been conducted was in 2013.

As a result of this project Live & Learn has increased its visibility and in-house capacity for disaster preparedness. This has allowed for more active participation and contribution to national committee meetings including Livelihood, Protection and Health (WASH) Committees. The establishment of Village Disaster Climate Risk Committees is an activity which allows for the prioritizing of disaster preparedness, and for many is the first time they have received targeted disaster awareness.

The next step for communities is the inclusion of hazard mapping and thinking through potential future climate change impacts. A further increase in awareness and subsequent efforts made with gender and disability inclusivity activities are also to be implemented in the coming stages of the project. Disaster Ready hopes to strengthen the capacity of local schools and communities to ensure effective and efficient recovery from disaster in the Solomon Islands.
**Summary Income Statement**  
For The Year Ended 30 June 2019

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<tr>
<th></th>
<th>2019</th>
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</thead>
<tbody>
<tr>
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<td><strong>Domestic Programs Expenditure</strong></td>
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<td><strong>TOTAL COMPREHENSIVE INCOME</strong></td>
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## SUMMARY BALANCE SHEET AS AT 30 JUNE 2019

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<td>Other financial assets</td>
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<td>Non-current Assets</td>
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<td>Trade and other receivables</td>
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<td>Other financial assets</td>
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<td>Property, plant and equipment</td>
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<td>Intangibles</td>
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<tr>
<td>Other non-current assets</td>
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<td>Investments in associates</td>
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<td><strong>Total Non-Current Assets</strong></td>
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<td><strong>Total Assets</strong></td>
<td>1,215,966</td>
<td>1,378,661</td>
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<th></th>
<th>2019</th>
<th>2018</th>
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<td><strong>Liabilities</strong></td>
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<td>Other financial liabilities</td>
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<tr>
<td>Provisions for Employee Benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Non-Current Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td>1,076,020</td>
<td>797,635</td>
</tr>
<tr>
<td><strong>Net Assets</strong></td>
<td>139,946</td>
<td>581,026</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>139,946</td>
<td>581,026</td>
</tr>
<tr>
<td><strong>Total Equity</strong></td>
<td>139,946</td>
<td>581,026</td>
</tr>
</tbody>
</table>

**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 the year ended 30/06/2019

**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 enquiries@livelearn.org or telephoning 03 9650 1291.
Live & Learn Environmental Education Inc.
ABN: 44 945 150 299

Auditor’s Independence Declaration under Section 60-40 of the Australian Charities and Not-for-profits Commission Act 2012 to the Trustees of Live & Learn Environmental Education Inc.

I declare that, to the best of my knowledge and belief, during the year ended 30 June 2019, there have been:

(i) no contraventions of the auditor independence requirements as set out in section 60-40 of the Australian Charities and Not-for-profits Commission Act 2012 in relation to the audit; and

(ii) no contraventions of any applicable code of professional conduct in relation to the audit.

Accru Melbourne
ACCRU MELBOURNE (AUDIT) PTY LTD

C J Flynn
Director

29 November 2019
50 Camberwell Road
HAWTHORN EAST VIC
Live & Learn Environmental Education Inc.
ABN: 44 945 150 269

Board of Trustees' Declaration

The Trustees have determined that the Association is not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies outlined in Note 1 to the financial statements.

The Board of Trustees declare that:

1. The financial statements and notes, as set out on pages 2 to 13, present fairly Live & Learn Environmental Education Inc.'s financial position as at 30 June 2019 and its performance for the year ended on that date in accordance with the accounting policies described in Note 1 to the financial statements;

2. In the Board of Trustees' opinion, there are reasonable grounds to believe that Live & Learn Environmental Education Inc. 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 and is signed for and on behalf of the Board of Trustees by:

Christian Nielsen

Date: 29/11/2019

Rasha Cumarasamy
Live & Learn Environmental Education Inc.

Independent Audit Report to the members of Live & Learn Environmental Education Inc.


Opinion

We have audited the accompanying financial report, being a special purpose financial report of Live & Learn Environmental Education Inc. (the Association), which comprises the statement of financial position as at 30 June 2019, the statement of profit or loss, the statement of changes in equity and the statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies, and the board of trustees’ declaration.

In our opinion, the accompanying financial report of the Association for the year ended 30 June 2019 is prepared in accordance with the Australian Charities and Not-for-profits Commission Act 2012, including:

(i) giving a true and fair view of the Association’s financial position as at 30 June 2019 and of its financial performance for the year then ended; and

(ii) complying with Australian Accounting Standards to the extent described in Note 1 and the Australian Charities and Not-for-profits Commission Regulation 2013.

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor’s Responsibilities for the Audit of the Financial Report section of our report. We are independent of the Association in accordance with the auditor independence requirements of the ethical requirements of the Accounting Professional and Ethical Standards Board’s APES 110 Code of Ethics for Professional Accountants (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter - Basis of Accounting

We draw attention to Note 1 of the financial report, which describes the basis of accounting. The financial report is prepared to assist the Association in complying with the Australian Charities and Not-for-profits Commission Act 2012. As a result, the financial report may not be suitable for another purpose. Our report is intended solely for the Association and should not be distributed to or used by parties other than the Association. Our opinion is not modified in respect of this matter.

Other matter

The financial report of Live & Learn Environmental Education Inc. for the year ended 30 June 2018 was audited by another auditor who expressed an unmodified opinion on the financial report on 15th February 2019.

Responsibilities of Management and Those Charged with Governance

Management is responsible for the preparation and fair presentation of the financial report in accordance with the Australian Charities and Not-for-profits Commission Act 2012, and for such internal control as management determines is necessary to enable the preparation of the financial report is free from material misstatement, whether due to fraud or error.

In preparing the financial report, management is responsible for assessing the Association’s ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Association or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Association’s financial reporting process.
Live & Learn Environmental Education Inc.

Independent Audit Report to the members of Live & Learn Environmental Education Inc.

Auditor’s Responsibilities for the Audit of the Financial Report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor’s report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Association’s internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the management.
- Conclude on the appropriateness of the management’s use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Association’s ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor’s report to the related disclosures in the financial reporter, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor’s report. However, future events or conditions may cause the Association to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the management regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

ACCRU MELBOURNE (AUDIT) PTY LTD

C J FLYNN
Director

29 November 2019
Christian Nielsen
Executive Director Live & Learn Environmental Education

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.

Iris Silva Brito
Lecturer, Navitas, ACAP, School of Social Work

Iris is a Brazilian-born Australian who is passionate about social justice, human rights and equal opportunity. She currently holds a lecturing position with Navitas-ACAP School of Social Work, Sydney, NSW.

Iris brings to Live & Learn a wealth of experience in the social development, education and management areas. Her capabilities and skills in international development draw on a life-long involvement in the educational and social services sectors in the northeast of Brazil working with economically disadvantaged communities. In addition, Iris brings experience and skills developed through her professional practice in service development, policy analysis, policy development and implementation, quality assurance, research and service evaluation in both the public and non-government sectors.


John Fien
Professor of Practice, RMIT University

John Fien is Professor of Practice in the Master of Disaster, Design and Development program at RMIT University, where he teaches courses on Building Urban Resilience, Shelter and Settlement and Climate Change Adaptation.

He has worked extensively with international organisations such as UNESCO, UNICEF, UNEP WWF and Live and Learn on policies and strategies for school and community education for sustainability. 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 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.
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.

**Radha Cumarasamy**
Executive Manager Operations & Finance, Centre of Excellence for Child & Family Welfare

A financial professional with experience in both the commercial and not-for-profit sectors, Radha is passionate about work supporting and improving the lives of people in disadvantaged communities and has a strong commitment to human development, poverty reduction and inclusive development.

She is a strategic financial executive whose financial, operational and leadership skills positions organisations for sustainable growth to achieve its mission.

Radha is a member of the Institute of Public Accounting and is currently working towards her MBA.

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**Ali Zaheer Haidery**
Compliance and Good Practices Consultant

Ali Zaheer Haidery joined our Board in July 2018. He is an experienced Management and Good Practice Consultant, with extensive financial, compliance and risk management expertise.

Ali has previously worked for Live & Learn International Australia, United Nations High Commissioner for Refugees (UNHCR) and consulted United Nations Development Program (UNDP) in Afghanistan, in addition to spending 9 years in the not-for-profit sector with international aid and development organisations.

He is currently working as Compliance Manager for OXFAM Australia. Ali has BA Hons in Business Administration with major in Financial Management. He is currently pursuing Certified Internal Audit (CIA) certification with the Global Institute of Internal Auditors.

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**Alyse Mobrici**
Manager, Corporate Team at Department of Premier and Cabinet

Alyse is an experienced commercial lawyer, having spent several years at two international, top-tier law firms (Herbert Smith Freehills and White & Case) and currently manages the Corporate Team at the Office of the General Counsel of the Department of Premier and Cabinet, Victoria.

She has a long standing commitment to volunteer and community based initiatives, including with Justice Connect and Bridges Across Borders Southeast Asia Community Legal Education Initiative. She received her Master of Laws from Melbourne University (graduated with First Class Honours) in 2017 and also has a Bachelor of Laws and a Bachelor of Science from La Trobe University.

Alyse’s previous board experience includes several years on the board of a not-for-profit organisation providing community members with access to specialist training and equipment for community and personal home and garden improvement projects.

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**Sam Mackay**
Program Manager, Griffith Climate Change Response

Sam is a proven leader in designing and delivering international development initiatives, with a focus on innovation, partnership and action learning. Sam has considerable experience in the areas of public policy, institutional change and collaborative governance, where he has worked with more than ten countries in the Asia Pacific region to advise on complex issues associated with climate change, sustainable development and natural resource management.

Sam is Program Manager for the Griffith University Climate Change Response Program. In this role he leads a number of partnership initiatives with government (federal, state, regional and local), private companies, development partners and communities to support effective climate change adaptation and risk management.

Above all, Sam is committed to just and equitable development and the need to protect the condition of our environment given its important function in human health, wellbeing and livelihood.
Our Thanks

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 Christian Nielsen, Executive Director, Tel: (+ 61 3) 9650 1291 / Email: christian.nielsen@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. Annual Report 2018/19, produced by Live & Learn, Melbourne.

Design by Wilani van Wyk-Smit • www.wildeye.com.au
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