
A vision for a sustainable and equitable world free from poverty

Annual Report 2016/17



Front cover

Three senior teachers from Haella Primary School in West New Britain, Papua New Guinea are strong advocates for child rights, and champions for improved sanitation and hygiene in their school. On Menstruation Health Day, they share stories about menstruation through drama and encourage discussion with students and parents to raise awareness about why #menstruationmatters.

Read more on thewashbusiness.wordpress.com

Photo taken by Michelle Abel, Live & Learn

Pictured

Water tanks being transported to various islands in Tonga as part of climate change and disaster risk management program.

Read the story on page 11

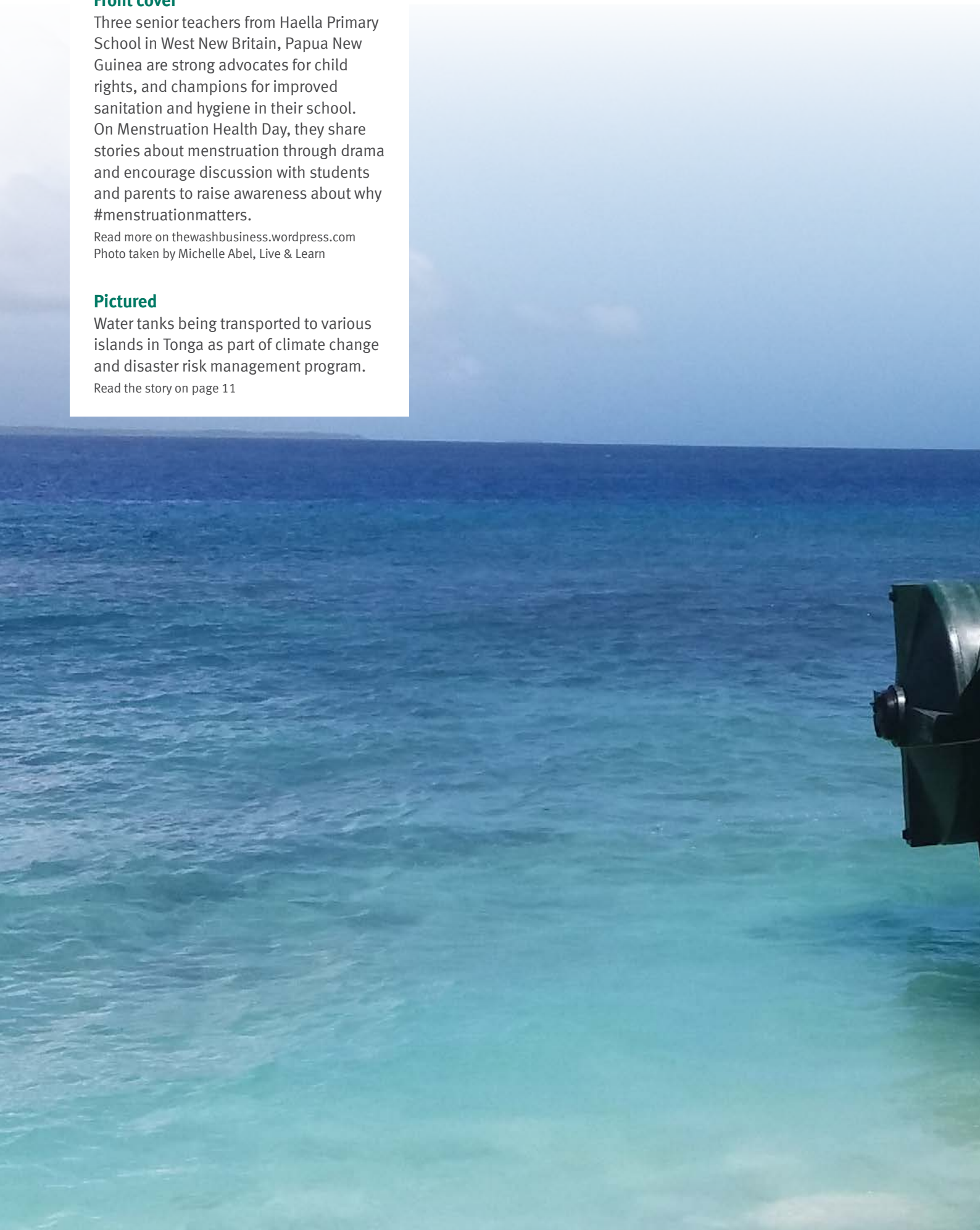


Table of Contents

Live & Learn Network	4
Message from our Chair	5
Pacific Regional Programs	6
Country Programs	10

Finances	18
Board of Trustees	21
Our Thanks	22



Live & Learn Network

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.

Message from our Chair

It is with immense pleasure that I present Live & Learn Network's (Live & Learn) 2016-17 Annual Report. Another year has passed and Live & Learn continues its work towards a 'sustainable world, free from poverty'.

When I was first introduced to Live & Learn I immediately felt a deep connection with its vision, mission and tangible contributions at the individual, community and societal levels. I discovered that I shared with Live & Learn its deep commitment to transformative learning and social change. It is an honour to be part of Live & Learn.

The Live & Learn I was introduced to seven years ago, is growing stronger day-by-day. Its structure, operational systems, governance and finances are solid. Live & Learn is driving social change on the ground as a responsible, dynamic and responsive organisation.

In this report, you will see examples that illustrate our passion for social justice, human rights, environmental sustainability, development, gender equality and education. These achievements would not be possible without the commitment, contribution and participation of our donors, staff, partners, affiliates, communities and project participants.

Thanks to you all for another successful year.

Thank you.



Iris Brito
Live & Learn Chair



Regional Pacific Programs

Western Pacific Sanitation Marketing and Innovation Program

→ **Fiji, Papua New Guinea, Solomon Islands and Vanuatu**

Funded by the Australian Government

Working closely with communities from urban and peri-urban informal settlements in Fiji, Vanuatu, the Solomon Islands and Papua New Guinea, Live & Learn's Water, Sanitation and Hygiene (WASH) teams have facilitated the establishment of community-based sanitation enterprises to provide affordable toilets and other sanitation products to families.

Using social marketing methods to promote hygiene, market research provided informed solutions to ensure key sanitation messages— highlighting the importance of families having their own toilets and hand washing with soap—reached communities and local schools.

Live & Learn also established eight established Community-Based Sanitation Enterprises (CBSE) to provide affordable toilets and other sanitation products to communities. The CBSEs are currently actively trading and their businesses have products, construction capacity, prices, marketing tools, business plans and staff with sufficient knowledge and confidence to operate the business.

Significant progress has been made by the eight CBSEs since their inception, with sales of sanitation and hygiene products and services increasing in each of the locations. Diversification of products and services to meet market demand is one of the areas the businesses are looking at to enhance their longer-term sustainability.

All CBSEs have scope to diversify their products and services. They are already leveraging existing construction and sales skills, as well as reselling hygiene, WASH and hardware products. In addition to functioning as a financially viable business, the CBSEs offer new employment and training opportunities for communities.

Live & Learn staff work closely to help increase the capacity of CBSE management and staff through action-oriented training and mentoring linked to actual business activities the CBSEs are undertaking. Through this mentoring the CBSE personnel are gradually gaining the confidence to use their new knowledge and skills with less and less support from Live & Learn staff.

At local schools, teachers participated in hygiene training, and students formed WASH Clubs running activities such as World Toilet Day, World Water Day, and Menstrual Hygiene Day. Schools integrated the WASH activities into their development plans, and applied for government funding. As a result, WASH facilities have been built or repaired in schools and students' toilet use and handwashing with soap practice has increased.

The schools have formed WASH Committees to care for maintenance of toilets and hand-washing facilities. Teachers have participated in hygiene training, and students have formed WASH Clubs and conducted advocacy activities on the importance of hand-washing and keeping school toilets clean. The student clubs were involved in organising specific advocacy activities for key emphasis days such as World Toilet Day, World Water Day, and Menstrual Hygiene Day. Partner schools are now integrating the WASH priority activities into their school development plans, and advocating for government funding of WASH services.

An example of this is changing the attitude and behaviours on menstrual hygiene management. By providing guidance and awareness through education, improving access to and utilisation of gender-separate facilities and appropriate products, WASH in Schools has helped improve attendance of girls and increase the status of their health as well as overall well-being.

Live & learn is promoting improved sanitation and hygiene practices in communities and schools, mainstreaming gender elements in all the activities of the program. By so doing, the program aims at reducing women discrimination and increasing inclusion and confidence, particularly in decision making processes, and increasing women economic empowerment.



Visit WASH blog for project updates
<https://thewashbusiness.wordpress.com/>

STORIES FROM THE FIELD

Education changes everything #MenstruationMatters

Menstrual hygiene management has improved immensely with improved access to affordable hygiene and sanitation products, increasing awareness and social support through education, and the availability of appropriate facilities in schools. Attendance and retention of girls in schools have improved because they no longer feel the stigma of shame, confusion, and fear due to discrimination and lack of knowledge. Live & Learn has helped girls feel safer and dignified through the provision of adequate sanitation and hygiene facilities with sufficient products to safeguard their privacy, health, and confidence.



Portable toilet used in tropical cyclone response

The TopWan community-based sanitation enterprise (CBSE) in Vanuatu supported displaced families after the onslaught of tropical cyclone Donna. The CBSE members provided portable toilets and handwashing facilities at the evacuation centre, while the families strive to rebuild their homes. Through ongoing support and contribution, the CBSE gained the support of the Shefa Provincial government and have ongoing collaborations with Live & Learn and the Department of Public Health.

Water World Day celebration

The CBSEs in Fiji have collaborated with Live & Learn and the Fijian government to host a two-day celebration of World Water Day in the town of Levuka on in March this year.

The members conducted a presentation to over 200 guests on how their work contributes to increasing access to improved sanitation and hygiene services, which is directly linked to the annual theme: Wastewater. With the support of the communities, the CBSE hygiene promotion officers have organised activities to help improve drainages and waste water systems through a general clean up, the creation of more drains, and painting hygiene messages outside houses, which positively impact the communities on a social and environmental level.



Pacific Risk Resilience Program

→ Fiji, Solomon Islands, Tonga and Vanuatu

Funded by United Nations Development Programme (UNDP)

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.

The third year of this five-year project has seen stakeholders and donors encourage Fiji, Tonga, Solomon Islands and Vanuatu governments in continuing resilience against climate changes, and putting plans in place to overcome the challenges that accompany living within the Pacific ring of fire.

Tonga

In the Motu District of Vava'u, Live & Learn was instrumental in assisting communities in implementing its first Knowledge Hub in 2015 on the main island ('Uta Vava'u). Since then the farming plot has rapidly grown from 12 and 16 acres and the expansion of resilient crop varieties such as kava, pandanus and paper mulberry have provided cash earning and accessibility to relevant supplies and resources.



The expansion of farming plots provide extra income to communities in Vava'u, Tonga.

Solomon Islands

Post disaster awareness training to the remote Temotu Province—one of the most vulnerable areas— was implemented in October 2017 to help prepare locals prepare for cyclone season (November to April).

Integrating newly learnt farming practices and mixed cropping systems were continued in Temotu and Guadalcanal. The women were able to start their own savings club as a result of the surplus money from farm produce. In turn, the money will be used for preparing for natural disasters and meeting family needs.

Community development plans have started to be put into place, along with

a risk-screening tool endorsed and approved by the Ministry of Agriculture. As a result of the project thus far, communities are growing resilient crops and risk sensitive farming systems adaptable to climate change.

Farmers of Guadalcanal expressed their gratitude. "Thank you for the programme and partnership with Ministry of Agriculture enabling its officers to come down to our farmers' level, as they hardly visited the farmers at any time. Now with this partnership, we are able to learn best farming practices and know where to go for assistance with our food security needs," said Mr John Maeli.



Agriculture extension officer demonstrating soil preparation for vegetable nurseries in Suaghi community, Guadalcanal Province.



Women of Niubirao community, Guadalcanal Province selecting yams ready for planting at the community demonstration plot.

Nakau Programme

→ Fiji, Solomon Islands and Vanuatu

The Nakau Programme projects are the first of their kind in Melanesia. The Nakau Programme's model of indigenous ownership, participative decision making and equitable benefits sharing systems is of increasing interest to partners in the Pacific seeking opportunities for long-term financing of ecosystems-based adaptation.

It is a company wholly owned by two charities; Live & Learn International and Ekos. It was formed through the success of Live & Learn's REDD+ program funded by the European Union, 2011-2015.

Vanuatu

In 2017, the programme almost sold out of verified, ethical carbon offsets produced through the Loru Forest project; a community-owned forest protection project in Santo, Vanuatu. Serthiac, the community-owned business managing the Loru project, have used the revenue from the sale of the credits to employ rangers in their protected area, to manage an agroforestry plot producing high value tree crops and to support all landowners through direct financial support for school fees and general household costs.

Fiji

The Drawa Forest Project in Fiji received its international validation and is soon to hit the market with its first issuance of offsets. The Drawa Block Forest Communities Cooperative Ltd have diversified into honey production with the support of Live & Learn Fiji. Honey revenue has assisted the cooperative to manage business revenue and trial benefits sharing systems prior to the income from offset sales.

This year, both the Loru and Drawa projects were visited by senior staff from buyer, Opus Bilproving, a Swedish company. The trip was a great success with Opus staff seeing first-hand the impact their investment is making on the lives and ecosystems within the project sites.

Solomon Islands

The Choisel project progressed in 2017 with Live & Learn Vanuatu REDD+ expert, Glarinda Andre travelling to the Solomon Islands to share her experience and insights.

2018 will be a year of new opportunities as more communities are supported to protect key ecosystems through his highly innovative and successful programme.



Drawa block communities are buzzing with the installation of new bee hives.



Serthiac and Live & Learn Vanuatu staff enjoyed showing the Loru Forest project to Opus (Swedish investors) and Nakau's partner ZeroMission.



Country programs

📍 VANUATU

Strengthening community conservation in Vanuatu's Mount Tabwemasana region

Funded by Critical Ecosystem Partnership Fund

Dominating the rugged west coastline of Espiritu Santo, Tabwemasana is the highest mountain in the Vanuatu with its nearest village being the remote Kerepua—a haven for rare flora and fauna. For the past 12 months, the village, along with Wusi, Elia 1 and Elia 2, has been the focus of a conservation project created to preserve the area and threatened species, specifically the Santo Mountain Starling, Santa Cruz dove, Voutimele palm and orchids.

2016 has seen an increase in indigenous leaders being educated in local biodiversity and making informed decision about development and conservation. Local teachers have also been equipped with resources such as *Discovering Biodiversity—An Educator's Guide to Exploring Nature's Variety* to pass on the conservation message to students.

As a result of the work undertaken, communities have taken the first steps to engage in conservation in Tongoa –Laika, Gaua and Santo Mountain Chain, including registering the area with the Department of Environment by 2018. However, while national laws may protect resources, the key to sustainable development and management of the environment is continued education.

“We are so fortunate to have this project in our community as the government services are not reaching us...We are happy with the awareness raised in the communities we learned more about the resources we have, the threats towards these resources and how we can take more appropriate steps in caring and or using our resources more appropriately –Community Leader – Kerepua Village –West Coast Santo



Jessie Kampai explained the process of registering a community conservation area to Kerepua community members.



A landowner (left) signing the conservation agreement form while another land owner looks on.



Glarinda Andre (left) going through the proposed conservation sketch map with community members.

📍 TONGA

Community development training

Funded by International Fund for Agricultural Development, the Australian Government and Rotary New Zealand

Last year, Live & Learn, in conjunction with local stakeholders introduced Community Development Plans (CDP) as part of climate change and disaster risk management. The Ministry of Agriculture and local leaders has adopted the suggested strategies and used newly learnt skills from Knowledge Hubs, to continue constructing access roads linking villages to the island wharf.

In addition to improving access, overcoming the shortage of drinking water in remote areas was a primary

focus for the majority of Tongan communities throughout 2017.

The drinking water project has included the installation of household and community water tanks and reservoir storage solutions. Water tanks are installed as near as possible to the house and the water tap facing the main door for safe and easy access by women, children, the elderly and people with disability.

Priority installation was given to areas without drinking water storage facilities especially to households that care for

elderlies and persons with disabilities. This was carried out in Tonga's four main islands Vava'u, Ha'apai, 'Eua and Tongatapu.

Live & Learn facilitated and ensured household selections, site identifications, gender are being consulted during the implementation and monitoring phases.

Most of the remote islands rely on rain water for all purposes, including irrigation and water for animals. It has highlighted the importance for the need to build more water storage facilities.



Community members unloading drinking water tanks to remote islands.



Water tank is installed as near as possible to the house and the water tap facing the main door for easy access.



SOLOMON ISLANDS

Improving access and reliability of WASH in rural Solomon Islands

Funded by Australian NGO Cooperation Program

A collaboration between Plan International Australia and Live & Learn has been implemented in association with local government and community members to improve community and school sanitation, as well as hygiene practices and water supply reliability. The 3-year project has had significant successes during the past year, including strengthening the relationship between the community and the Environmental Health Department.

Two local staff located in Isabel have been instrumental in facilitating sanitation training throughout 19 nearby villages. Communities have taken the lead in toilet construction using locally sourced materials and there has been a significant

interest in improving access and usage of bathroom facilities.

The project witnessed a shift in student attitudes toward hygiene, and Hoffi school, which had no bathroom facilities for children, now has five newly built toilets. As a result 2,739 people were able to directly benefit from the WASH project with an anticipated 7,500 beneficiaries by the end of the 2019. Since gaining more awareness in the importance of sanitation amenities, community members find reverting to their former hygiene habits such as openly defecating in the bush, unacceptable, so are taking it upon themselves to encourage other communities to build their own toilets.



Masons training to construct toilet at Hoffi School.



Students of Mamatannana Primary School going through the routine of washing their hands, brushing teeth and saying the WASH pledge before class.

KIRIBATI

Water, sanitation and hygiene (WASH) in school

Funded by NZAid and UNICEF

In response to high child mortality due to diarrhoea in under-fives, the Kiribati WASH in schools programme cooperation agreement was established.

This financial year, a WASH education toolkit was introduced at schools. Toilet training and hygiene practices are now part of the everyday curriculum.

Head-teacher, Kaotiata, of Mamatannana Primary School has trialled toilet training to the entire school by implementing everyday assemblies where students are taught proper toilet training. It is part of the normal routine led by a school WASH prefect. Immediately following the assembly, students recite a WASH pledge, wash their hands and legs, and brush their teeth at a purpose-built washing station before they enter their classrooms.

It is strongly believed children acting as agents of change in their households and communities influence the hygiene

practices of their families and have a positive impact on the cleanliness of future generations.

"My children take the message home for washing hands and cleaning the toilet after going to the toilet. They also always asked me if the water is boiled before they drink. Sometimes they forget to wash hands, but I remind them because they have influenced me in the first place."

A proud young mother whose children attend the local school.

CAMBODIA

Building community climate resilient pathways through innovation and planning

Funded by Plan International Cambodia



“ 46-year-old family man, Chea Sophors from Tapang Village in Kampong Chhnang enjoyed learning how to produce natural fertilizers, compost and biochar. In a short five months he reduced his expenses and the use of chemical fertilizer. He now saves money and the results are reflected in healthier vegetables. Mr Sophors was delighted to tell a Live & Learn representative it only took four days to see the results on his herbs.



Ms Tith Ny (third from the left) explained the way to use biochar retort to produce biochar, Trapeang Chan village, Trapeang Chan commune, Boribo district, Kampong Chhnang province

High temperatures and low rainfall are responsible for diminished crops in Cambodia. Drought conditions, water scarcity, soil infertility, and population outbreak of pests and insects have impacted rice yields. As majority of communities rely on rice farming and animal raising for income, all aspects of food security are affected, including access, utilisation, and price stability. Therefore It's never been more crucial than to equip communities with the skills to adapt to climate changes.

The introduction of biochar technology (carbon-rich soil enhancer), adapting climate smart agriculture techniques, and increasing awareness about climate change have been the major focus in this project. Local farmers were trained in the techniques of using biochar and how to make it, as well as educated in compost production and disaster risk management.

Small-scale tree nurseries were also set up and technical training was given to nursery caretakers in the Trapeang Chann commune in Boribo. Additionally, a tree-planting event saw the 200 local participants support project.

Key achievements

- 59 biochar retorts were produced and distributed to small-holder farmers.
- 21 members water user group's committee and other 10 members of local authorities were provided training on sustainable water management and operation and maintenance practices
- At least 18 community volunteers were trained on climate change and disaster risk management and will transfer the knowledge to 1,279 community members.

Innovative sanitation technologies for a healthy environment in Siem Reap

Funded by Plan International Cambodia

In rural areas Cambodia, excreta may be washed away by rainwater and contaminate wells and streams. As such, the focus of this project is to provide efficient and safe animal/agricultural waste disposal and treatment. As well as the use of innovative technologies to convert the wastes into organic fertiliser through innovative biochar technology.

88% of participating households have increased awareness surrounding environmental sanitation and took positive steps to improve hygiene practices. 82% of participating households trialled home gardening activities using organic fertilizer from biodigesters and/or bio-char systems, while 100% participants contributed to discussions about what they had learnt and shared their individual experiences gained from being involved with the project.



Biodigester system is used to keep manures away from house compound, keeping the community environment clean all the time, Srei Sanam District, Siem Reap Province.



Provision of learning materials to disadvantaged children attending tuition class in Tasoam (floating community), Kampong Chamlorng village, Phat Sanday commune, Kampong Svay district, Kampong Thom Province

CAMBODIA

Sustainable livelihoods through community empowerment in rural Cambodia

Assisi Aid Projects and Asian Community Trust

This community empowerment project addresses the basic needs of villages and is designed to encourage locals, in particular women, to voice their needs and address the issues, which largely contribute to a male-oriented nationwide workforce.

Women work in rural Cambodia are paid low wages and put up with poor working conditions. Approximately 63% of rural women are dependent on work such as grocery selling, rice farming, livestock, cash crop production and vegetable farming.

A lack of better education due to poverty, limited access to schools, facilities and resources has also contributed to unskilled workforce. Girls in poverty-stricken families forgo school to help family to take care of siblings while parents work, complete household chores and fish. It's a vicious circle that is passed down from previous generations.

The Sustainable Livelihoods project provided technical skills training and has allowed women in rural Cambodia to up skill in on-farm and off-farm activities based on their needs. It has allowed diversification in their economic activities, increased household income and opened up new opportunities (for example; branching into chicken-raising and bookkeeping) in agriculture. Women have also been encouraged to take on leadership roles within established community-based organisations and savings groups.

Key achievements in the past year

- Saving groups and federations established with 86% leadership positions held by women
- 9 Community Based Organisations (CBOs) established with 58% leadership positions held by women
- 28 businesses developed by CBOs earning USD25-100 a month
- 98% of sub-project activities were implemented by CBOs including agriculture training and bookkeeping,
- Environmental protection activities, domestic violence awareness, fishery law, and sanitation reached 1,848 villagers
- 5 water filter system and 3 bio-digester toilets installed in local schools
- 16 tuition classes for 251 students with average attendance of 90%



Training activity to make natural animal feedstock as part of diversified livelihood options for model farmers in Tuol Neangsav village (floating community), Phat Sanday commune, Kampong Svay district, Kampong Thom province.



“ Keavannak is 26 years old from Phat Sanday Commune. She has a girl of 7 years old and is divorced. She has 3 sisters and 1 brother and her parents are fishermen.

After realising the increase of domestic violence due to high consumption of alcohol and lack of opportunity for women in her village, she decided to get involved the tuition class project. She began with a 3 months training to know the basis of teaching. Keavannak received tremendous support from the villagers and her community provided the land to build a classroom and helped in its building.

Today, it has been 5 months since she started teaching. She gained confidence and noted the joy in the eyes of the children who attended the school. Parents are happy, contribute in the class and support children to attend school.

Keavannak wants to continue her work to help children in her community have a sustainable future.

📍 CAMBODIA

Restoration of Upper Stung Siem Reap watershed

Funded by Forum Syd

Forests in Cambodia are rapidly depleting. Almost 50% of forests were stripped by illegal commercial logging despite enhanced law enforcement by forestry administration.

Upper Stung Siem Reap watershed is an important biodiversity corridor linking the Northern Plains to Kulen Prumtep. The watershed provides 40% of the water flowing into the freshwater lake, Tonle Sap. Reduced water flows due to deforestation within the watershed is affecting farmers who have noticed lower water levels are preventing normal levels of fish spawning.

The restoration project was designed to empower communities to exercise their rights to have sustainable and equitable access and control over forest and land resources. The end goal is for community and local authorities to engage and raise awareness about preserving natural resources such as the Siem Reap watershed, communicate their concerns, while liaising with respective local authorities.

The project is still in its very early development stages, tools and strategies are being put in place to generate further awareness about the need to protect natural resources and foster relationships between communities, local and provincial governments.



Participatory Community Forest Area Mapping Exercise in Popel village through community empowerment initiative at Khnong Phnom commune, Svay Leu district, Siem Ream Province



Ms. Channeun Kob, age 34, benefits from ATEC's biodigester.

📍 CAMBODIA

ATEC* – clean fuel the way of the future

The night sky lifted up to reveal the first light of day. Birds were chirping and the melodies of prayers filled the morning air. Channeun got up to fix breakfast for her family as usual. The only difference was that she did not have to get up early and walk far to collect wood for her cooking these days. It is all because she had recently bought an ATEC's biodigester to replace her low quality butane gas cylinders. This new model, the ATEC* M3, was built by ATEC Biodigesters International (ATEC*)— a social enterprise in Cambodia.

ATEC's innovative biodigester technology was initiated and developed through partnerships with Live & Learn and Engineers Without Borders, who already work closely within the Cambodia communities. The technology has been designed specifically in flood-prone areas.

The introduction has been beneficial for rural Cambodians, who are now able to use renewable gas—a cleaner, greener, more reliable and low-cost source of energy. It also creates 20 tons of organic fertilizer per annum, an alternative for chemical fertilizer. It is expected to boost net household income by more than \$5,000 throughout the product's lifetime.

"An ATEC's biodigester is a life changer for me. My kitchen is now cleaner, filled with the delicious aroma of the food I cook, and the air is not black and filthy from the gas cylinders. I also now do not have to walk far to collect wood, and have more time

to do things I like. Since using this ATEC's biodigester, I am able to save \$260 per year from my fuel expenses."

Channeun Kob, one of the first to benefit from the technology told a Live & Learn representative.

Production on the biodigesters is set to expand with 10,000 units set to be made thanks to a new round of funding. It expected at least 20,000 Cambodians across 13 provinces will benefit from the system by 2020.

The project is working to allocate approximately \$700 million in funds for clean energy investments to reduce greenhouse gas emissions and increase access to more sustainable clean electricity.



Visit ATEC's website for more information
www.atecbio.com/



Watch to find out more about ATEC biodigester
https://www.youtube.com/watch?v=dDmdxg_32SM

Angkor Community Heritage & Economic Advancement (ACHA)

Funded by NZAid and UNICEF

In 2017, ACHA continued to support the APSARA mandates, to protect the monuments and heritage of the Angkor complex and to promote sustainable development. NZAid funding through ACHA supports agricultural development, disaster risk mitigation through water management, and fosters the comparative advantage of New Zealand expertise, through collaboration with the New Zealand Department of Conservation (DOC) and support from other specialists.

The project's target is to work with the 112 villages in the Angkor World Heritage site, but also strategically works across villages in the water catchment, including Phnom Kulen and Chau Srey Vibol.

Significant progresses include (1) positive economic development through the

agricultural demonstration farms linked to water structures, which have increased irrigation coverage by nearly 1,000 hectares in the wet season and over 100 hectares of dry season irrigation; (2) The number of Small Medium Enterprises with improved incomes linked to project activities has surpassed targets, and includes over KHR 180 million in savings groups; and (3) finally, there is ongoing capability development of the APSARA Community Liaison Team and this is strategically linked to collaboration with DOC, and includes a proposal to support a Heritage Bike Trail.

The ACHA project is in a unique position to strategically compliment and support the significant expertise of the APSARA Water Management Department, as well

as rehabilitating and modernising aspects of the ancient Khmer Hydraulic system by building and operating large-scale water infrastructures.

This water management system is contributing toward reduced flood and drought impacts in the region. This work positively impacts most of the people of Siem Reap town and the catchments of Siem Reap (estimated at over 200,000 people). The volume of water available for storage is currently at 2.2 million cubic metres. The Chau Srey Vibol moat structures also have been completed and the water infrastructure for Lolie reservoir is underway. In support of water management, fifty-seven hectares of riparian area have also been planted (approx. 100,000 plants).



Clockwise from top: Rehabilitation of moat near Cha Srey Vibol temple; Farms around Cha Srey Vibol temple; Dam at Daun Keo Commune contributes to reduced flood and draught in the region.

Finances

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

Summary Income Statement for the Year Ended 30 June 2017

	2017	2016
Revenue	\$	\$
Donations and gifts		
Monetary	27,015	60,700
Non - monetary	-	-
Bequests and legacies	-	-
Grants		
Department of Foreign Affairs and Trade	3,622,153	2,451,837
Other Australian grants	41,036	753,812
Overseas Grants	1,307,605	2,953,122
Commercial activities income		
Investment income	39,779	59,225
Other Income	37,592	76,063
Revenue for International Political or Religious Adherence Promotion Programs	-	-
Total Revenue	5,075,180	6,354,759
Expenditure		
International Aid and Developments Programs		
International programs		
Funds to international projects	4,202,783	3,719,127
Program support costs	457,241	675,486
Community education	875	7,134
Fundraising costs		
Public	15,151	16,142
Government, multilateral and private	-	-
Accountability and Administration	1,486,980	1,282,529
Non - Monetary Expenditure	520	-
Total International Aid and Development Programs Expenditure	6,163,551	5,700,418
International Political or Religious Adherence Promotion Programs Expenditure	-	-
Domestic Programs Expenditure	-	-
Commercial Activities Expenditure	-	-
Other Expenditure	-	-
Total Expenditure	6,163,551	5,700,418
SURPLUS/(DEFICIT)	(1,088,370)	654,341
Other Comprehensive Income	-	-
TOTAL COMPREHENSIVE INCOME	(1,088,370)	654,341

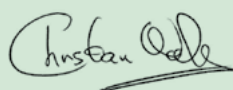
Summary Balance Sheet as at 30 June 2017

	2017	2016
Assets	\$	\$
Current Assets		
Cash and cash equivalents	4,155,514	5,192,353
Trade and other receivables	46,456	51,223
Inventories	-	-
Assets held for sale	-	-
Other financial assets	-	-
Total Current Assets	4,201,970	5,243,576
Non-current Assets		
Trade and other receivables	-	-
Other financial assets	-	-
Property, plant and equipment	149	449
Investment property	-	-
Intangibles	-	-
Other non - current assets	-	-
Investments in associates	-	-
Total Non-Current Assets	149	449
Total Assets	4,202,119	5,244,025
Liabilities		
Current Liabilities		
Trade and other payables	106,259	31,831
Borrowings	-	-
Current tax liabilities	213,796	253,971
Other financial liabilities	-	-
Provisions	107,201	83,659
Other	-	-
Total Current Liabilities	427,256	369,461
Non-current Liabilities		
Borrowings	-	-
Other financial liabilities	-	-
Provisions	8,786	20,117
Other	-	-
Total Non-Current Liabilities	8,786	20,117
Total Liabilities	436,042	389,578
Net Assets	3,766,077	4,854,447
Equity		
Reserves	-	-
Retained Earnings	3,766,077	4,854,447
Total Equity	3,766,077	4,854,447

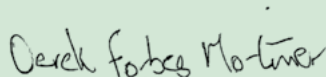
The Board of Trustees for Live & Learn Environmental Education Inc. declare that:

- a. The financial statements and notes as set out in 'Our Finances' section of this annual report, are in accordance with the Australian Charities and Not-for-Profits Commission Act (2012) and 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 2017 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



Derek Mortimer
Trustee

Dated 7 March 2018

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 ended 30/06/2017

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.



**Independent Auditor's Report
To the Members of Live and Learn Environmental Education Inc.**

Report on the Summarised Financial Report

Opinion

We have audited the accompanying summarised financial report of Live and Learn Environmental Education Inc. which comprises the summary balance sheet as at 30 June 2017 and the summary income statement for the year then ended, which was derived from the financial report of Live and Learn Environmental Education Inc. for the year ended 30 June 2017. We expressed an unmodified opinion on that financial report in our independent audit report dated 07 March 2018.


In our opinion, the summarised financial report of Live and Learn Environmental Education Inc. is consistent, in all material respects, with the financial report from which it was derived and complies with the requirements of the Australian Council for International Development Code of Conduct. For a better understanding of the scope of our audit, this auditor's report should be read in conjunction with our audit report on the financial report.


Board of Trustees' Responsibilities for the Financial Report

The Board of Trustees of the entity are responsible for the preparation and fair presentation of the summarised financial report in accordance with the accounting policies described in Note 1 to the financial report, the *Associations Incorporation Reform Act 2012*, the *Australian Charities and Not-for-profits Commission Act 2012* and the relevant requirements of the Australian Council for International Development Code of Conduct.

Auditor's responsibility for the audit of the financial report

Our responsibility is to express an opinion on the summarised financial report based on our procedures which were conducted in accordance with Australian Auditing Standards. These Auditing Standards require that we comply with relevant ethical requirements relating to audit engagements


Nexia Melbourne Audit Pty Ltd
Melbourne


Geoff S. Parker
Director

Dated this 7 day of MARCH 2018

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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 resource 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.



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.



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 and 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 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.

Iris holds BA Hons Social Work and Social Policy, Master of Business Administration and Grad. Certif. Applied Science Statistics.



Derek Mortimer
LL.B, Grad Dip Legal Prac.,
Grad Cert Dispute Res.

Admitted to practice in the Supreme Courts of NSW and Victoria. Derek Mortimer is principal of DF Mortimer & Associates, a Melbourne based boutique law firm practising exclusively in not-for-profit and charity law.

Derek has a reputation for patience, diplomacy and fairness when assisting with the resolution of internal disputes within not for profit organisations. He is the author of the chapters "Formation" and "Dispute Management" in the Thomson Reuters *Not for profit Best Practice Manual* (2013) and contributes presentations, articles and submissions to a variety of public forums and peer reviewed journals on matters affecting the practice of not-for-profit and charity law.

Derek began his professional vocation in not for profit law in the late 1990's undertaking a research project in north east Victoria to develop farm forestry microfinance program. Derek's report is called "The Landcare Revolving Loan Fund: a development report", published by RIRDC.

Derek founded and currently chairs the Law Institute Victoria Charities and Not for profit law Committee and is a member of the Australian Charities and Not for profits Commission professional user group.

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 2017, produced by Live & Learn, Melbourne.

STORY OF CHANGE



Thol Han (pictured) is 24 years old and single. She lives in the floating village, in Phat Sanday Commune, Kampong Thom Province. Thol Han has 6 siblings and comes from a fisherman's family.

She finished school at grade 12, and because of her family's low income, she couldn't continue to study further.

She realised many women from her village have a similar story and she wanted to help improve their access to education.

When she heard about the project of tuition class of Live & Learn Cambodia in 2012, she eagerly volunteered as she hoped to become a teacher and participate to the development of education in Phat Sanday commune.

From the tuition class project, Thol Han gets experience in teaching and class management. She is now able to teach up to Level 3 and receives a salary from department of education in Kampong Thom Province. The money allows her to support her family and the teaching experience gave her more self confidence.

The project also provided support where she was able to learn to better manage and save money, as well as contribute to a saving groups, write a report, minutes or case study.



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

Live & Learn Offices

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Fax: +61 3 9650 1391
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Executive Director – Christian Nielsen
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Email: tonga@livelearn.org
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Country Manager – Glarinda Andre
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Fax: +844 3718 6494
Email: vietnam@livelearn.org
Country Manager – Do Van Nguyet
Email: nguyet.dovan@livelearn.org



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