



**live &  
learn**

ENVIRONMENTAL  
EDUCATION

**ANNUAL REPORT**

**2021-2022**







CELEBRATING  
30  
YEARS

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# Mission & Vision

## Our Mission & Values

**Our vision is for a resilient, sustainable and equitable world.**

Live & Learn educates people, builds partnerships and supports communities as we work towards a fairer, more resilient future.

Local ownership of programs, open participation and equality are the foundations of Live & Learn. Since our beginning in 1992 we have worked with communities to design, implement and learn from community-based development programs.

*Live & Learn aims to:*

- encourage individual and community attitudes, values and actions that are ethical and sustainable
- build and grow networks and partnerships between schools, children, youth, teachers, governments, chiefs, elders, parents, and nongovernmental organisations (NGOs)
- share knowledge, skills, learning experiences and resources with others for the benefit of all
- promote the integration of the concepts of human rights, environmentalism, humanitarianism, culture, gender equality and peace in all projects and programs
- integrate scientific learning with Indigenous knowledge



# Our Principles

**Our development philosophy is key to the success and sustainability of our work.**

**The processes that lead to change are as important as the change itself.**

While these processes can be changed and adapted, four key principles underpin our work:

## Developing programs based on community reality and perceptions

We seek to understand the perceptions of the community to integrate innovative approaches with existing community knowledge and strengths, beginning from where the community stands, rather than from our own perspective.

## Taking an integrated approach

Social and economic processes affect environmental sustainability. To have a meaningful impact, we deliver environmental education with a human focus, with emphasis on governance, human rights, livelihoods, genders and participation.

## Ensuring full participation in our partnerships

Everybody is a stakeholder in environmental education and protection, so community ownership, participation and cooperation with civil society, NGOs, private organisations and government bodies are key to successful solutions. Special consideration is always given to Indigenous peoples, whose connection to their ecosystems is crucial.

## Making evaluation meaningful to communities

Evaluation must benefit the communities in which the work is being done. They are the best placed to evaluate impact, but too often do not have the opportunity to use the data to improve their own practice and capacity. Live & Learn uses participatory monitoring and evaluation, ensuring evaluation is both led by and meaningful to the community.





# Our Network

**Live & Learn is a dynamic learning network of locally registered organisations operating in 12 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.

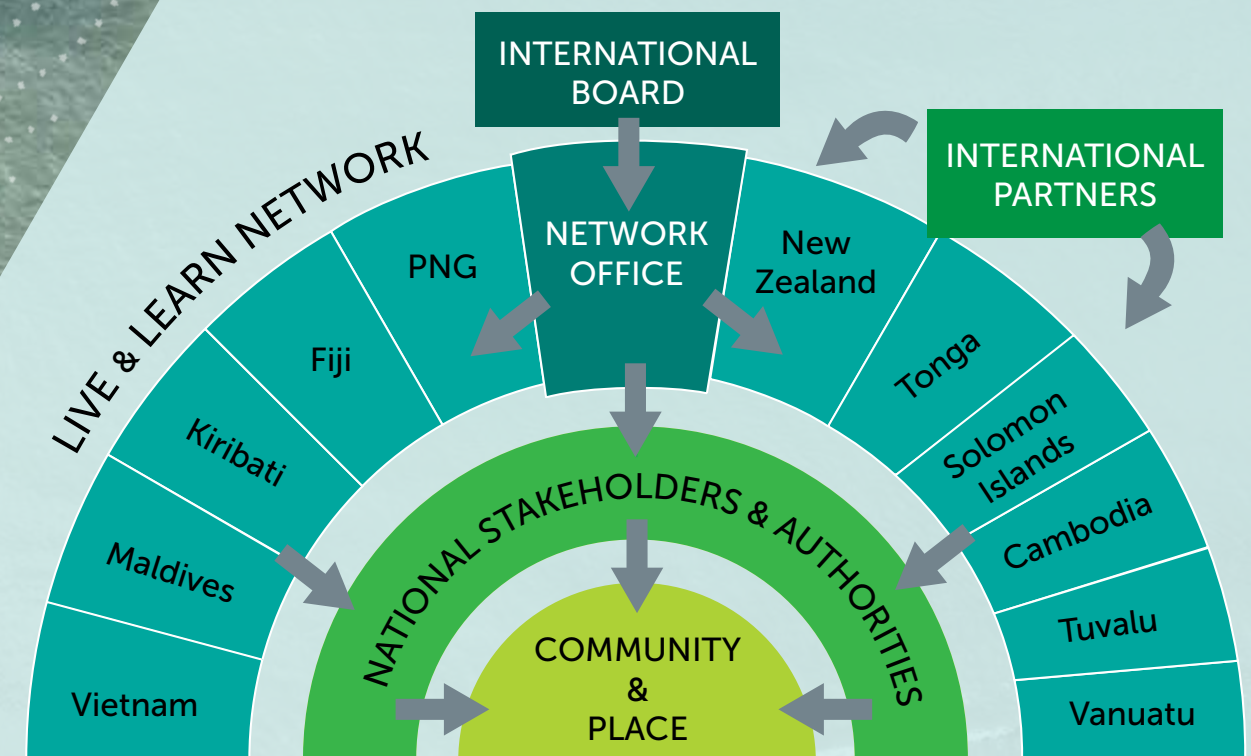
The Live & Learn International office, located in Melbourne, Australia, provides strategic and technical support to the Live & Learn network, and ensures effectiveness and transparency as per the Australian Council for International Development (ACFID) Code of Conduct.



## Where we work



## Network map



## Sustainable Development Goals

Live & Learn is committed to achieving the Sustainable Development Goals through its work. While the 17 goals are interconnected, our work primarily focuses on the following:





## Thematic areas

While localisation is an essential aspect of all Live & Learn's work, our programs all fall within different thematic areas. Though these are interconnected, they provide guidance on the objectives and priorities of programs.

This year, Live & Learn has amended our thematic areas, adding Food Resilience and Equality & Inclusion. This reflects the changing priorities of the communities in which we work, helping ensure local ownership and participation.



**Environmental Protection**



**Climate Resilience**



**Water, Sanitation and Hygiene**



**Disaster Risk Reduction and Response**



**Equality and Inclusion**



**Food Resilience**



# Our urgent moment

Intact, functioning ecosystems are vital to communities' ability to adapt to climate change. How well Pacific Islanders will survive climate change and natural disasters is directly linked to how well ecosystems are protected and rehabilitated. Natural ecosystems are the best infrastructures and technologies we have to safeguard water and food and cool the planet. Indigenous people know this, and their local knowledge is invaluable in combatting climate change and scaling up efforts to safeguard intact, functioning ecosystems from large-scale destruction and extraction.

Through the Climate Resilient Islands programme Live & Learn is working with the New Zealand Government to scale-up locally led ecosystems protection and restoration in the Pacific, leveraging Indigenous knowledge systems and extensive partnerships with local governments. Atoll Islands are particularly vulnerable to climate change and, in parallel with our ecosystems protection work, Live & Learn is working closely with the Australian Government in Kiribati and Tuvalu to enhance local food production, using innovative and water-saving technologies such as wicking systems and key-hole gardens. A restoration of local food production systems through new technologies enhances local knowledge while making communities more resilient in times of disaster and in the face of rapid changes.

The urgent need to protect and restore nature is visible everywhere across the planet. In our 30th Anniversary year, the Live & Learn Network will launch our Strategic Pathways 2030 document. Underpinning all areas of the strategic pathways are urgency and taking bold action on building climate resilience. The strategic pillars of Live & Learn's approach are localisation, collaboration and courage. The paradigm predicated on Australian NGOs driving change and development in communities is outdated and ineffective. The most effective way to achieve the transformation needed to withstand the dangers of climate change is to stand in full solidarity with local and Indigenous communities in strength-based and equitable partnerships. This includes transferring power to local partners whilst maintaining two-way accountability, transparency, mutual learning and knowledge sharing.

These tested principles, which have been made possible in collaboration with our many government and non-government partners, are at the heart of the Live & Learn Network and its successes, which we are celebrating this year.

Acknowledging and giving agency to Indigenous knowledge reflects a growing consistency across developed nations. Live & Learn warmly welcomes the Australian Government's announcement that it will deliver a First Nations foreign policy that will weave the voices and practices of First Nations peoples into the way Australia talks to the world.

Our relationship with food, water and air should be a constant reminder of our interdependence with nature and each other. Interdependence within ecosystems is at the centre of Live & Learn's work in the Pacific, and over the past three decades we have been inspired by communities that are using this understanding and knowledge in building resilience to climate change. Looking ahead at the next three decades, we are filled with hope about what is possible, and about the many positive changes that are already happening across the planet. This is humanity's moment and we need to seize it with the greatest of urgency.



**Iris Brito**

*Chair, Live & Learn  
Environmental Education*



**Christian Nielsen**

*Executive Director, Live & Learn  
Environmental Education*



# Climate Resilient Islands







# Connecting the Pacific's past and future:

## Creating resilience through nature and traditional knowledge

People across the Pacific have been adapting to changing and challenging conditions for thousands of years. Through tsunamis, earthquakes, tropical cyclones and more, communities and cultures have flourished all over the region, building a deep understanding of the ecosystems in which they live and their place within them.

The increasing effects of climate change are testing these adaptation skills perhaps more than ever before, with many communities facing an array of new challenges. But their local and Indigenous knowledge, connections with their environments and traditional practices give these communities enormous strength and resilience in managing these rapid changes.

Live & Learn's Climate Resilient Islands programme is helping communities across Fiji, Vanuatu, Tonga and Tuvalu use their existing knowledge and capabilities to create nature-based solutions that address the effects of climate change, thereby enhancing their resilience.

This involves extensive community participation, with long and collaborative visits to the communities by the CRI teams. Through a series of group activities, these visits are focused on establishing relationships with the community and building an understanding of the local context, systems, Indigenous knowledge, geography and more, so communities can best plan and implement effective adaptation actions.

In the first full year of the CRI programme there has been considerable momentum for a more resilient world. But communities, and the Live & Learn teams, have needed to overcome some obstacles.

In Fiji and Vanuatu, most of the first three rounds of community visits were completed across the first full year of the programme, enabling significant progress on the Community Resilience Profiles. These community-specific documents are a key source of guidance not only through the CRI programme, but also further into the future.

This early momentum was encouraging. But soon, the programme teams needed to use some resilience of their own. In January of 2022, the Hunga-Tonga-Hunga-Ha'apai volcano erupted, a disaster that was quickly followed by an outbreak of COVID-19. A little over a month later, Vanuatu was sent into lockdown after a second wave of coronavirus spread throughout the country.





## A key element in the research and information gathering was how their resilience links to their Indigenous knowledge and traditional practices

These restrictions meant Fiji was the only team still able to continue their CRI work as scheduled. They connected with six communities across the three provinces of Vanua Levu, visiting for a combined total of three weeks per community. Despite considerable limitations and restrictions in place to keep community members safe from COVID-19, the team still made significant headway on the programme.

With an emphasis on the inclusion of village elders and people from minority or vulnerable groups in the programme activities, the CRI Fiji team has worked to understand the communities, collecting information focusing on conservation and protection of ecosystems, food security and livelihoods and disaster preparedness.

"A key element in the research and information gathering was how their resilience links to their Indigenous knowledge and traditional practices," says Samisoni Rakabu, CRI Programme Manager for Fiji.

"We gathered resilience stories and resilience pictures from each of these communities, [and] information on their resilience capacity and tenacity. Having elders and minorities as part of our sessions brought immense weight in the quality of information gathered."

The information gathered by the teams includes maps of community areas and local ecosystems, traditional practices and knowledge, food and income sources, resilience symbols that represent the communities' understanding of the concept, and much more.

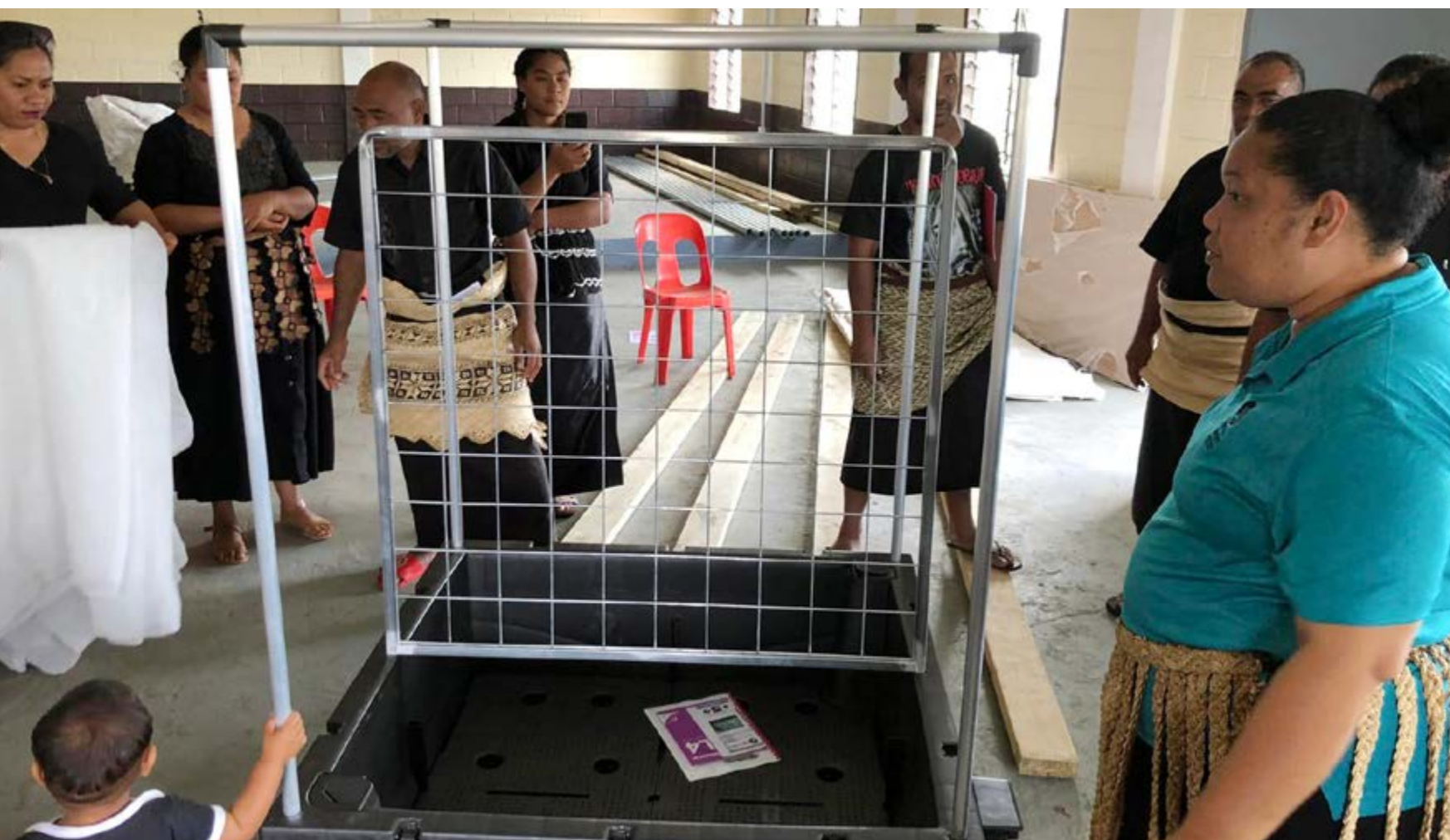
Importantly, in addition to compiling information, the team also formed great relationships with the community members.

"The benefits of working closely with these communities and living with them in their homes is the strength in the relationships built," Samisoni says.

"All the communities have already shown early signs of ownership of the programme. This means they have grasped the initiative and will run with the programme for its duration; they love it."

With the Community Resilience Profiles now completed and a recent addition of three more communities to the programme, the Fiji team is looking forward to the further stages of their work.

"I am hoping that as we continue to identify areas in their livelihood, income generation, conservation and food security, the programme will support these communities through both tangible and intangible means to strengthen their resilience, employing the principles of nature-based solutions," Samisoni said.







Meanwhile, Tonga's Climate Resilient Islands team had been forced to address their immediate concerns. In the wake of the eruption, the Tonga team moved to disaster response work, helping clean up, working on ecosystems regeneration, and ensuring the country's food security through providing Foodcubes – an innovative wicking bed technology – and household gardening training.

"We are helping people in these island states have vegetables and small-scale plantations available to them in their own households," says country manager Dr Peni Havea. "We are helping secure food security for the people of Tonga, especially those who were affected in 'Eua and Ha'apai."

One-hundred and sixty Foodcubes were sent to Tonga. Workshops and trainings on permaculture, Indigenous food security knowledge and other gardening skills were also given.

"These were appreciated by our project communities," Dr Havea said. "Never before have they seen this Foodcube technology in Tonga. Knowing they are the first to use this in Tonga was mind-blowing for them."

Though this wasn't in the original plan, it's still making Tonga more resilient.

"Now, we see our CRI programme really works in Tonga," he said. "When we operate normally again, more people will benefit from our activities and will be able to learn new skills and knowledge about how to be more resilient in Tonga."

"One way or another, we are giving the people of Tonga hope."

Vanuatu's CRI team is working towards the same goal despite challenges of their own. Before being confronted by COVID-19, they were connecting with their communities and beginning to understand how the communities could become more resilient.

"The communities we are working with are mostly Community Conservation area sites," says Jessie Kampai. While we protect and conserve their resources, we also identify the different issues these communities are facing. These include land issues, saltwater inundation, water insecurity and shortages and food insecurity.

"We are hoping that through this program we will work with these communities to develop different nature-based solutions activities to address the different issues. This is to ensure that while we are protecting their resources, we are also giving them an incentive to support their livelihood."

"The workshops have also shed light on the importance of Indigenous knowledge which most communities confirmed has been either ignored or no longer taught in their communities. However, they are now seeing its importance and will work together to teach it to the younger generations as they believe it is crucial for building resilience in their communities if integrated with modern knowledge."





This work was paused for weeks in early 2022 when a wave of coronavirus spread around Vanuatu, resulting in significant health risks and subsequent restrictions. The Live & Learn team was unable to continue working alongside the communities to complete the information gathering necessary for the compilation of their Resilience Profiles.

But when restrictions were eased and the health risk had subsided, they wasted no time in getting back to work.

"The team couldn't wait to go back to the communities," Ms Kampai said. "We were all excited to get back and work together with the communities again."

They had soon visited seven of their 13 communities, completing the activities for the second field trip. And the CRI team weren't the only ones happy to be back.

"All the communities were excited to see the CRI team again after the lockdown. The leaders welcomed the team back with flowers and held a feast for the team," Ms Kampai said. "This shows how happy they are in receiving the team back to their communities."

"The communities we have been to have acknowledged the programme for the educational workshops we have delivered. These have helped the community to see how climate change is affecting them and how they as a community can work together to be more resilient."

The first year of the Climate Resilient Islands programme has worked to understand both how communities across the Pacific have developed their resilience over countless generations, and how the programme can strengthen this resilience to meet the ever-increasing challenges to come.

Scheduled to run until 2025, the Climate Resilient Islands programme is still young, but it, and the Live & Learn teams and the communities they are working with, have already shown their ability to adapt to challenging and changing circumstances. These circumstances will not stop changing. But, guided by their maps, resilience symbols, Indigenous knowledge and more, communities across Fiji, Tonga, Vanuatu, and the recently added Tuvalu will continue to strengthen their ability to adapt.

Things may be changing across the Pacific. But through the CRI programme communities can keep up with these changes.





# Understanding and building resilience

Resilience is a complex concept, with many communities having unique ideas about what resilience looks like to them. According to the Climate Resilient Islands framework, there are three parts to climate resilience: absorb shocks, adapt to change and transform communities.

To help communities understand these parts, Live & Learn has conceptualised three symbols: the coconut palm, the crab and the butterfly.

These symbols represent the use of Indigenous knowledge and nature-based solutions in Climate Resilient Islands, while reflecting the natural world with which the communities are familiar.

Coconut palms are spread across the Pacific, partly because they can cope with many pressures from cyclones, storms, and long sea voyages for the coconut itself. This is why the coconut palm represents shock absorption. A community too can absorb shocks better when it's flexible and layered, with numerous sources of income and sustenance, community skills, access to supplies and more.



Crabs are another Pacific-wide presence, spreading so wide because they can adapt to different conditions, from the ocean floor to coral reefs and even living on land. Conditions are changing rapidly for many communities, making adaptation crucial. This may mean shifting cropping times, building more secure water supplies or adopting new sources of food



The butterfly symbolises the transformation that can come from deep adaptation – who would imagine a caterpillar could emerge in such a different form? Communities can transform in a similar way. They can find new sources of income, rebuild housing, integrate traditional practices with modern technology or find other ways to thrive even better than before.



Resilience isn't easy to understand or assess. The symbols of the coconut palm, crab and butterfly are helping guide communities in the process of building resilience, through information gathering, assessment and implementation. These symbols have been well received by communities, who are using them to work towards a better future.



# STORIES FROM THE FIELD



Every day, the Live & Learn network is doing incredible things to take their countries and communities closer to a fairer, more sustainable future. From the Indian Ocean to the central Pacific, thousands of people benefit every day from the endless efforts of our dedicated staff and volunteers, who work endlessly, committed to strengthening their communities and their countries.

The Live & Learn family has faced its share of challenges in the past year, from COVID-19 to political uncertainty, natural disasters and more. But the people who comprise this family have not stopped their work of caring for the environment, building climate resilience, fighting for equality, improving food security and securing adequate water, sanitation and hygiene in their communities.

The following stories are a small sample of this work. For more information, visit our website at [www.livelearn.org](http://www.livelearn.org) or find us on social media at [@livelearninternational](https://www.instagram.com/livelearninternational).





# Local nature knowledge is power in the Maldives

The Maldives is well known for its natural beauty. The clear blue water, white sand beaches and array of marine life of this low-lying atoll nation inspire awe around the world. Live & Learn Maldives is now working to add important information to this image of their country by helping educate people about their local environment – and the challenges it is facing.

As part of a project funded by the Ministry of Youth, Sports and Community Empowerment, the team has recently been tasked with a new educational undertaking: producing two books to teach locals and tourists about the Maldives' unique environment and culture.

Live & Learn Maldives Country Manager Zameela Ahmed says resources like this are well overdue.

"It is very rare that we find good quality books about the local environment and local knowledge, especially for school-aged children, in the Maldives," Zameela says.

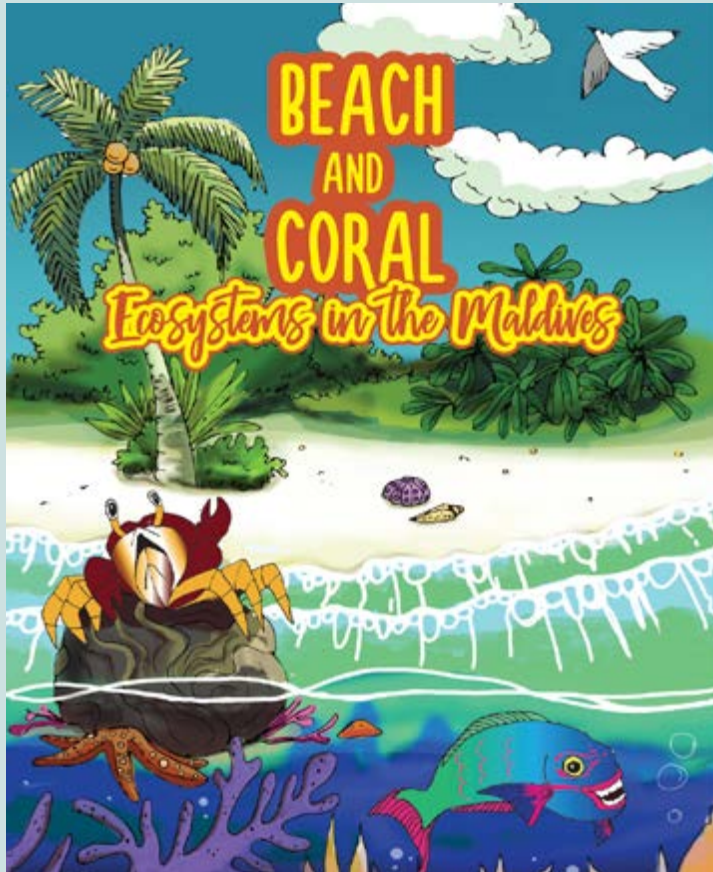
"It is the same for tourists who visit the Maldives; they hardly find any books about the culture and the environment here. So, our target is to produce books and other education materials that could be made available in the market."

One of the books, called Beach and Coral: Ecosystems in the Maldives, is aimed at educating children aged 8 to 15 about their coastal environment and the challenges it is facing. Produced with help from technical specialists at local organisation Save The Beach, it features a wide array of information, including the effects of the monsoon, common species of animals, how coral reefs grow and survive and what role they play for humans and the wider environment.

There have been many requests from teachers, parents, donors and educational institutions across the Maldives for resources like Beach and Coral, according to Zameela.







"It is an urgent requirement in this country," she says. "Environmental education should be an integral part of education for all members of society if environmental management is to be achieved."

"This is a key focus of our programs in the Maldives, and we link this work to the broader goals of economic development and sustainable communities."

Though the nature of the Maldives is beautiful, it is suffering from threats similar to those in many other parts of the world. Pollution, litter, climate change and more are major challenges for the people of the Maldives and the ecosystems they live among, making resources like these books crucial.

"Knowledge of the environment, its conservation and threats must be integrated with the development of sensitivity to, and respect for, the environment and the formation of proper attitudes towards it," Zameela says.

"These books developed by Live & Learn intend to support this objective. They are targeted to increasing understanding and sensitivity of children, youth and other keen audiences about the local knowledge and environment of the Maldives."

"It is hoped that the information in these books will increase understanding and spark the curiosity of the readers to explore more."

This project is supported by the Maldives Ministry of Youth, Sports and Community Empowerment

"It is hoped that the information in these books will increase understanding and spark the curiosity of the readers to explore more."







**Kiribati people are growing their own food, with help from Live & Learn.**

# Growing food for a resilient future

Several factors make agriculture in Kiribati difficult. The soil is poor, and the land area is small. Seawater inundation makes this worse, while frequent and severe droughts remove the country's only source of freshwater. Climate change exacerbates these problems.

This can be seen in the markets in the main island of South Tarawa and elsewhere, according to Live & Learn Kiribati Programs Manager for Food Security, Ralph Spring. Often there are few vegetables to be found beyond some cabbage and perhaps pumpkin and pawpaw. Ralph also sees this on community visits.

"The Kiribati people have a way of greeting visitors, and they show a part of this hospitality by sharing a meal," he says. "This meal gives an insight to what is readily available in the community in terms of vegetation, staples and seafood."

Often, that is only biscuits, fish and plain rice. Such a limited diet can cause poor nutrition and food insecurity and makes communities more vulnerable to climate change.

So, to address this, Live & Learn Kiribati has been teaching communities how to plant for improved healthy diets and living, as well as income generation.

Through the Atoll Food Futures program, the Kiribati Food Security team has been visiting communities – initially on South Tarawa, but soon also on Abaiang and North Tarawa – since early 2022 to conduct training and supply materials for subsistence farming.

And they have been kept very busy by doing so.







**"We have really strong relationships with the communities"**

"We had a rule: if you're interested in learning how to grow your food, you have to first create your group of 15-20 households," Ralph said. "Once you're ready, you schedule a time for us to visit you. We do the training, then we come back after two weeks to follow up."

"By doing that, within three to four months we had reached around 2000 households."

The initial training covered three basic topics: how to germinate seeds, how to create compost and pair the correct type with plant varieties, and how to apply fertilisers. Successfully doing two of these is considered a pass; if they have only done one, the team will check in later; but 160 households who do all three and show high commitment to the project will be chosen to move into a further stage of the project, receiving further training and materials, such as Foodcubes or water tanks. All households who pass will also receive a certificate of participation and free seeds and seedlings.

Though these trainings have been incredibly successful in reaching so many people, the team also faced significant challenges along the way. COVID-19 largely shut down Kiribati during January and February, preventing the food resilience work from being done and requiring an associated WASH program to help through the crisis. The second challenge was a severe drought, making freshwater even scarcer.

"These two things troubled us this year," Ralph said. "One was a trigger for everyone to focus on how to help their households, and the other was really something we have to look for proper solutions to. We were really lucky it started raining in Tarawa; relying on the water reserves is not good enough."

Fortunately, the AFF project will also be providing more water tanks, to help alleviate this issue and help the farmers and household food growers build on their early success – which is making a big impact in the communities.

"We have really strong relationships with the communities," Ralph said. "The farmers are really happy about the help we've given. They appreciate the work we've done for them."

While the project still has a lot of work to do, there's been significant progress already.

"On my first visits they didn't know basic knowledge on agriculture and nutrition, but we're beginning to change that," Ralph said.

"Now when you visit there are gardens full of food – and there's more vegetables in the meals."

The Atoll Food Futures Project is an Australian Aid initiative implemented by Live & Learn Environmental Education on behalf of the Australian Government.



# Standing with Fiji in the face of disaster

Many factors helped Fiji overcome its devastating wave of COVID-19 in 2021. Government, communities and local organisations all did extraordinary work to support vulnerable people throughout this time – and the work of Live & Learn Fiji was at the forefront of these efforts.

COVID-19 exposed large inequalities between Fiji's formal and informal settlements. When cases were high and many areas were in lockdown, those living in informal and Housing Assistance and Relief Trust (HART) communities were some of the most vulnerable.

It was in these areas that Live & Learn Fiji focused their relief efforts. As well as working with these communities to improve their food security, the team targeted another key area: water, sanitation & hygiene (WASH).

"The ultimate objective of the program is to contribute to COVID-19 recovery by generating more reliable, sustainable and nutritious food, and providing women and girls with menstrual hygiene management support in target locations in the Central Division of Fiji," said Fiji Country Manager Doris Susau.

Hygiene and dignity kits were distributed in the initial phase of the program to improve menstrual health management by helping women and girls handle the immediate health impacts of the pandemic, which had left them without access to basic health items such as sanitary pads.







**...a shining example  
of the spirit of  
solidarity and  
communal goodwill  
that still shapes  
much of Fijian  
society today...**



Communities were also given information about the health impacts and prevention measures for COVID-19, as well as information about leptospirosis, typhoid, dengue and dysentery (LTDD). The program's second phase included soap-making training to ensure a sustainable supply of soap, which can often be prohibitively expensive.

These efforts helped a total of more than 900 households, or around 4000 people, across the 30 total communities – nine informal settlements and 21 HART communities. While delivering this program to so many people, the Live & Learn Fiji team was still able to target and tailor their work to ensure it made the most impact. They drew upon the skills and knowledge of local people, using local languages when possible, to ensure the program was meaningful and impactful in specific places. Similarly, the team worked with other Fijian organisations such as Empower Pacific, the Fiji Disabled Peoples Federation and community focal points to ensure vulnerable people and households weren't left out. These partnerships included Fijian Government departments such as the Ministry of Health & Medical Services and its seconded surge personnel from various government ministries and the National Disaster Management Office, who helped identify households in need of assistance.

"Response efforts for each community were more targeted when the diversity in each was taken into consideration," Ms Susau said. "This ensured that no Fijian was left behind in our efforts to reach the marginalised and most vulnerable in informal settlements in the greater Navua-Suva-Nausori area."

The team faced plenty of challenges along the way, including time pressures, accessing remote areas, ensuring efficient communication, organisation and collaboration between the different project partners, and the health challenges of COVID-19 itself.

But this didn't stop them from supporting people across these 30 communities, who themselves have noted the impact it has had on their livelihoods.

"We see the benefits of these things," Makerina of Wainibuku said. "I can say much of the help brought to us; we appreciate everything."

One participant in the soap-making training also mentioned the help it would bring to her community, saying she would pass on what she had learnt. "We will take these skills and share them with the community, so that we can all benefit from this workshop."

As Fiji's wave of COVID-19 began to subside, Live & Learn's work alongside these communities, across not just WASH, but also food security and livelihoods, has helped see them through the worst of the pandemic, and increased their resilience into the future.

"Live & Learn was able to support women and girls, communities were able to increase their knowledge on LTDD and COVID-19, and local community empowerment was evident, with local groups being trained and encouraged to make soap to ensure a sustainable supply," Ms Susau said.

Thankfully, the major impacts of COVID-19 are now over. But across these communities and vulnerable groups, the benefits of this response will be felt for years to come.

The COVID-19 Response is funded by the New Zealand Ministry of Foreign Affairs and Trade and implemented by Live & Learn Fiji.



# The children champions for menstrual health in PNG

Menstruation is a natural part of life. But in Papua New Guinea, it is commonly considered a taboo subject, causing it to be a barrier in the lives of women and girls.

This is especially clear in education, where a lack of resources and understanding around menstrual hygiene made things very difficult for girls wanting to attend classes.

"In the past, we have had so many issues in school relating to menstrual hygiene management, like bullying and teasing especially," says Cecilia Tohiam, WASH Officer for Live & Learn PNG.

"Infrastructure-wise, there weren't many ways female students could dispose of their pads, and most students came from backgrounds where they couldn't even afford pads."

These factors caused many girls to stay home from school, significantly impacting their education. With nothing in the PNG school curriculum to teach either students or teachers about this issue, and little existing effort or infrastructure to help girls manage their menstrual hygiene, Live & Learn PNG have been working to change this in schools across New Ireland province.

So far, the results have been incredible.

"During one of our surveys with students, one female student shed tears trying to express the difficulties they had," Cecilia says. "There were no facilities provided – they would use the teachers' facilities just to keep themselves in the school – and schools were not providing the pads."

"Now, they can see the change."







**"The advocacy of students has really opened up the understanding of people..."**

Pads are now available to students in primary and secondary schools. There are also incinerators, built by the Live & Learn PNG team themselves, to burn the used pads, which once would often just become litter, and showers and changing rooms now provide girls with appropriate, hygienic facilities in which to wash and change clothes. These facilities are enabling girls to stay in school year-round – and it's showing.

"The female population is performing better than males in those schools," Cecilia said. "The number of absentees has been cut down, and from the reports we are getting, they are performing extremely well."

But this work's impact, which is funded by the Australian Government through both the Water for Women Fund and Australian Humanitarian Partnership programs, is not limited to better outcomes in schools. It is also leading to wider cultural change in the communities.

"In the past, people were not open to this subject, but now they're opening up," Christie, WASH Officer for Live & Learn PNG, said. "They're relieved they can talk about this openly. Psychologically, it's having a big impact on students and people in the communities."

The students themselves have helped drive this change, using what they have learnt through Live & Learn PNG to become advocates in the community – and this includes boys, who are taught alongside the girls about the importance of menstrual hygiene.

"The idea is to unite everyone, so that men could also be comfortable talking about menstrual hygiene management," Christie said. "We don't want to widen the gap culturally; we want to get everyone working together."

Cecilia agreed, saying that teaching both male students – and teachers – while empowering girls has helped spread this knowledge.

"The program has really impacted them, even in public places," she said. "Children are advocating and are not ashamed of how they express themselves."

"The advocacy of students has really opened up the understanding of people. I see a very big change in this province."

There's hope that it won't end in New Ireland. After impressing the province's Director of Education during a recent knowledge and learning session, Cecilia was invited to a conference to present on menstrual hygiene management to all the provincial education offices and possibly even the new Education Minister.

Hopefully, this will lead to more support for similar programs, and even more acceptance and understanding of the importance of menstrual hygiene, across PNG.

This work is supported by the Australian Government through the Water For Women Fund and the Australian Humanitarian Partnership.





# Solomon Islands communities leading the way on latrines



Communities involved in the Water for Women: New Times, New Targets (NTNT) program are showing their strength and self-reliance by constructing their own latrine systems.

In the Solomon Islands community of Konqeva, which has been working with New Times, New Targets since 2019, Vincent Seitalu decided to construct a latrine for his home.

Household toilets are uncommon in areas like Konqeva, where open defecation, such as on the beach, occurs often. Vincent decided to change things.

He not only had the idea to build his latrine, but also did the work himself, digging the pit and sourcing and financing the materials. The Live & Learn Solomon Islands NTNT team provided encouragement and guidance, including showing different types of latrine toilet options and the ladder of sanitation, but the work was done by Vincent himself.

“The NTNT didn’t give any materials or tools, but the knowledge of the importance of having a latrine, [that] leads to an easy life in the community,” Vincent says.

It didn’t take long for the benefits of this to spread. When Vincent’s brother, James, and his children visited from Hove village, Vincent encouraged them to use the latrine.







**"...people visiting Konqeva learn from the cleanliness and the self-reliance in the community..."**

Impressed by the cleanliness and the minimal water required for flushing, James spoke to Vincent about the possibility of constructing his own latrine if NTNT visited his community.

"Through engagement with the community, the NTNT team has found out that people visiting Konqeva learn from the cleanliness and the self-reliance in the community that brings out a healthy life," says Brendon Teava, WASH Project Officer for Live & Learn Solomon Islands.

"The story of Konqeva spread in other nearby villages. They see and realise the need and benefits; therefore, they make a start in their own communities. Compared with the past of more faeces on the beach and increasing diarrhoea cases, they realise the importance of having a toilet."

More communities began to take initiative over their own local sanitation, with the practices demonstrated in Konqeva and guided by NTNT spreading wider.

This exciting ripple effect has faced some challenges. Natural disasters, such as flooding in villages like Hove, which is located near a river, can inhibit construction and cause concern that the latrine pits will be inundated. Accessing sanitation resources and construction materials can also be difficult, while specific knowledge of how to build the latrine systems is also still not widespread.

However, encouraged by the early example of Vincent's latrine in Konqeva, these challenges have not stopped the community-led sanitation efforts from going ahead. As well as Hove, other nearby villages, such as Kombuale, Humu and Makile, are all working to emulate what Vincent made.

"Everyone is happy to have and use latrines," Brendon says.

"The message of self-reliance to ownership of latrines has spread throughout many more villages. Everyone is pleased to share the goodness of using latrines, [which are] keeping our home environment safe from disease."

The New Times, New Targets Project is an Australian aid initiative implemented by Plan International Australia in partnership with Live & Learn Environmental Education on behalf of the Australian Government.







# The Tongan youth bringing the future forward



**Young people are the future. But they often do not have the power, tools or resources now to influence decisions made over matters that will impact them throughout their lives – like climate change and other environmental challenges. Enabling young people to affect change is therefore crucial.**

But despite the need for and desire of young people to make this happen, significant barriers often prevent them from doing so: lack of confidence, little leadership and community development experience, not knowing effective advocacy skills, and more.

Recognising the importance of empowering the youth of their country to overcome such barriers, Live & Learn Tonga's Agents for Change project began in 2020 to tackle these challenges. They trained 380 people aged from 15 to 34 years old to become effective agents of change for their communities.

This training was focused on climate change, advocacy, leadership skills, community development and an understanding of social impacts and economic vulnerabilities. Well over half of the project participants were women, while a number of people with disabilities were also engaged, ensuring the voices of more vulnerable groups would be heard.

"This Agents for Change project aimed to look at how youth in Tonga can be strengthened to ensure the building of a resilient youth," says Dr Peni Havea, Live & Learn Tonga's Country Manager.

"This is very significant for the youth in Tonga, because this is how they add value to the building of a sustainable and resilient youth now and into the future."

Through a mix of workshops, field observation and community asset mapping, plus innovative training activities like short story writing and singing competitions, Agents for Change helped its young participants develop into people more confident and capable of improving the lives of their communities.







And the results have been inspiring.

Surveys of 304 of the 380 participants since the project's conclusion showed more than 70% were now confident enough to act as agents for change in their communities. Ninety were participating in Tonga's youth parliament, 30 had submitted a project proposal for funding, while 243 were actively working as an agent of change in their community – all exceeding the project's targets.

**"The youth  
are very  
important  
in our  
community"**

"This is the most significant output in this project," Peni says.  
"Because it's not only important that we help youths to build up their capacity to lead actions on climate change, but also to help others in need of climate resilience education and counselling."

One male participant from Vava'u also spoke of the need for young people to help their communities.

"The youth are very important in our community," he said. "We have helped out our community police, and we even constructed stands to help keep our environment clean and motivate people not to burn rubbish. That's part of our preparation to help out our community."

So well were the young participants of this program trained that not even the disastrous Hunga-Tonga-Hunga-Ha'apai volcanic eruption, nor COVID-19, prevented it from being completed on time.

"Because the youth planned it really well, we managed to finish everything on time," Peni says

Live & Learn Tonga hopes this project can now serve as a model to be replicated across Tonga, and even the Pacific. Agents of Change established two youth councils, but they would like to see one in every island state and district in Tonga. Fortunately, the impact of this project has been noticed by the Ministry of Youth, which is now working on developing a program to ensure young people in Tonga are better equipped to build resilient communities. The Agents of Change website, built through the project to share their resources and learning, will also help spread these ideas.

"Now, because the youth know how positively our project impacts their lives and the lives of others, everyone now in Tonga wants to extend our project to be a national program," Peni says.

"Training youth to be effective and efficient agents of change for Tonga and the Pacific merits not only our Resilient Tonga by 2035 targets, but also our national youth policy on climate change. This is a significant milestone.

The Agents for Change program is supported by the European Union and the Tongan Ministry of Finance.





# Bringing people and forests together again



Forests are a big part of Vanuatu – literally. They are the dominant ecosystem, covering three-quarters of the country, ranging from tropical lowland rainforests to cloud forests in the highlands. These forests support huge amounts of biodiversity, as well as much of the 80% of Vanuatu's population that lives in remote and rural areas.

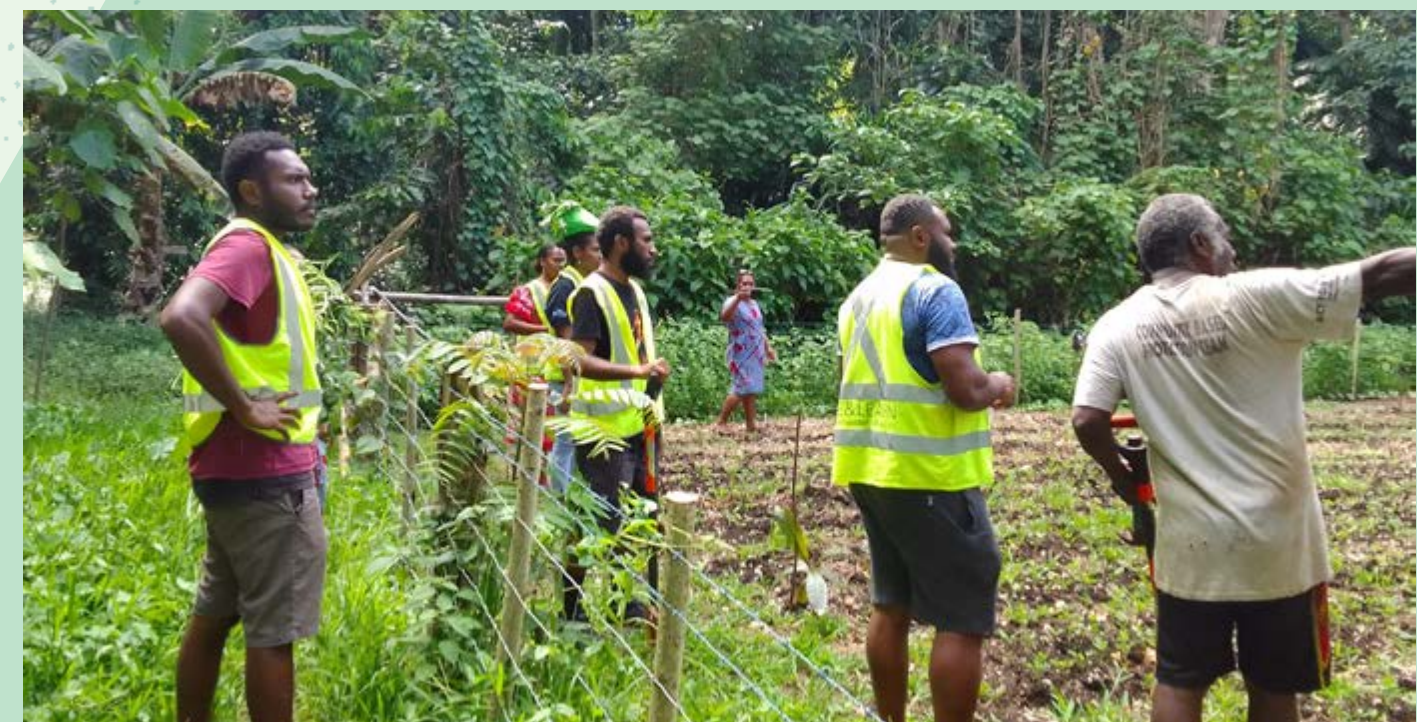
The people of Vanuatu have a deep understanding of their land and these forests. They have lived amongst these ecosystems for generations and do great work to protect and conserve them. But these precious forests are under threat. Much has been cleared or degraded, weakening the many ecosystems services they provide, while adding to the food insecurity faced by people in Vanuatu by reducing opportunities for agroforestry.

Agroforestry integrates forests with crops to benefit both the local ecosystems and the people who rely on them. This is the main focus of the Pacific Islands Forest Restoration Initiative (PIFRI), a Live & Learn Vanuatu project which is helping communities develop this practice on Efate and Gaua islands.

"Agroforestry in Vanuatu is an approach encouraged mainly in Vanuatu to address biodiversity loss and enhance food security," says Emil Samuel from Live & Learn Vanuatu.

"The overall goal of this project is to guarantee long-term restoration of forests, biodiversity and food security on degraded and deforested land using agroforestry techniques."

The project has big aims. As well as training and educating participants in agroforestry and distributing seedlings for yams and other vegetables, Live & Learn Vanuatu is also conducting business plan workshops and establishing systems of community governance for the agroforestry plots.







Across the two community nurseries PIFRI will establish on Gaua and Efate, a total of four hectares of forest will be restored, with an aim to plant four priority timber and nut species as identified by Vanuatu's Department of Forestry. One thousand trees will be planted in each plot, restoring natapoa or tropical almond trees, nangai or galip nut trees, sandalwood and whitewood.

These activities will help communities manage these resources well beyond the end of the project while enabling them to draw the biggest possible benefits to their livelihoods. As well as improved food security, it will help communities economically, bolster their climate resilience and promote inclusion.

**"Agroforestry  
in Vanuatu is an  
approach...to  
address biodiversity  
loss and enhance  
food security"**

"This project focusses across multiple issues," Emil says. "As well as forest and biodiversity restoration and climate change adaptation and mitigation activities, there are inclusive approach activities that allow equal participation of men and women in the community, and also the traditional Indigenous knowledge of the community about their land."

The benefits of PIFRI will continue for years to come, but its impact has been seen already – notably during the COVID-19 pandemic, which saw Vanuatu experience high case numbers and severe restrictions for much of early 2022.

"In the times of the COVID-19 challenge, Live & Learn Vanuatu could not work on the agroforestry plots," Emil says. "Nevertheless, the project decided to supply seeds to 65 households in Pangpang (East Efate) to support them in terms of food security and community livelihood."

The community's PIFRI Farm Manager, Philip Jonathan, told the team that the seeds would go a long way to supporting the community through the pandemic and beyond, a sentiment also expressed by a project participant in Pangpang:

"I have never received anything from other organisations or projects during the COVID-19 lockdowns in Vanuatu," she said. "It was Live & Learn Vanuatu's PIFRI project that helped me and the community during the hard time we faced."

The PIFRI project is scheduled to run until December 2022, but the benefits of improving food security and community livelihoods will continue to be seen long into the future. By integrating the needs of Vanuatu's people with the care for the forests, Live & Learn is creating a better future for both people and the ecosystems in which they live.

The Pacific Islands Forest Restoration Initiative is funded by USAID.





# Linking diverse voices across Cambodia



Live & Learn Cambodia is advocating for marginalised people through the Linking, Learning & Amplifying program. Working alongside Voice Cambodia and Oxfam Cambodia, Live & Learn is helping local NGOs collaborate to create change and promote diversity and inclusion, particularly for marginalised communities.

Poverty, environmental challenges, climate change and more are affecting the people of Cambodia, preventing them from having the quality of life they deserve. This is especially true for those who are in a minority or marginalised group.

People in these groups – Indigenous people, vulnerable women and people with disabilities, among others – often experience greater difficulties from such challenges, as well as others that are unique to them. This makes attention to and advocacy for them crucial.

“Disadvantaged communities and groups are always a major focus in all our activities and interventions, based on the principles of inclusiveness and leaving no one behind,” says Socheath Sou, Live & Learn Cambodia Country Manager.

“The project is committed to achieving long-term impacts by ensuring that the rights-holder groups will have opportunities to receive benefits from the project and use their rights to participate in learning and sharing, to benefit from the program, and to voice their concerns directly and indirectly.”







**...empowerment  
of Cambodians  
with innovative  
solutions to achieve  
a sustainable  
livelihood and  
environment...**

Since launching in mid-2021, Linking, Learning & Amplifying has brought together around 20 local NGOs, who represent and advocate for groups including Indigenous people and ethnic minorities, people with disabilities, women facing exploitation or abuse, the LGBTQI+ community, youth groups and the elderly. Live & Learn Cambodia is helping them work together to produce evidence and innovative solutions to the problems they are facing, supporting their collaboration across demographics and in geographically remote areas.

Much of this work has focused on capacity building across these groups and NGOs through workshops and other events, drawing many attendees from the different rights-holder groups. Recently, these have included workshops on women's leadership held in Phnom Penh and LGBTQI & social inclusion in Battambang. These involved interactive learning agendas and aimed to strengthen communications, teach innovative approaches to advocacy and the use of rights-based approaches, among other topics.

And Live & Learn Cambodia seems to have made a big impact on the attendees.

"It was the first time to join such an event in my life," said Ms Kasoul Phalla, an Indigenous woman from Ratanakiri province. "I never even left my hometown. I really appreciated seeing all participants encouraging me to speak out and share what I want. I have learnt a lot of things, in particular [about] women's rights and roles in community development and leadership."

Another attendee, Ms Chhoun Narom, project officer of ARV Users Association, said she also enjoyed the approach being taken by the project:

"I appreciate seeing Linking & Learning conducting joint events amongst the grantees, inviting representatives of 5 rightsholder groups to attend the workshop," she said. "It was a good approach to link multiple communications and learn from each other, particularly the rights-holder groups and grantees."

Linking, Learning & Amplifying has a long way left to go, aiming to contribute to at least 20 NGOs, consisting of a total of 60 staff and 30 representatives of target groups by the end of 2023. A number of strategies, systems, processes and approaches are being developed and tested to help empower these groups and help influence policy change at a national level. Thanks to the work of Live & Learn Cambodia and their project partners, the groups most affected by the challenges facing Cambodia are becoming better equipped to face them.

"As a 'learning-by-doing' organisation, Live & Learn Cambodia is set to become a leading organisation in the region in supporting pro-poor innovation," Mr Sou said.

"Our vision is for the empowerment of Cambodians with innovative solutions to achieve a sustainable livelihood and environment, and an equitable Cambodia free from poverty."

The Linking, Learning & Amplifying project is supported by VOICE Global and Oxfam in Cambodia.





# Providing solutions to climate challenges: Food Futures in Tuvalu



**Food is a big part of Tuvaluan culture. It brings people together and helps carry their unique cultural traditions from the past into the future.**

But this part of Tuvalu's culture is becoming increasingly difficult to maintain. As a low-lying atoll nation, Tuvalu already faced difficulties with arable land, quality soil and freshwater for agriculture; sea-level rise, higher temperatures and more intense weather events are straining their traditional food systems even further. This is leading to high levels of food insecurity and an overreliance on imported food, threatening not only their cultural traditions, but their very livelihoods.

By integrating local knowledge and traditional farming practices with climate-smart agriculture technologies and techniques, the Atoll Food Futures (AFF) program hopes to improve food production and food security across Tuvalu, as well as Kiribati and Fiji.

According to Live & Learn Tuvalu Project Officer Kilateli Falenga, this is of crucial importance.

"There is a great need for this project," Kilateli says. "It will improve the healthy living style of Tuvaluan people because they will eat healthy, nutritious food."

"There is a high possibility to reduce the reliance on imported food. People will no longer rely on supermarkets to buy nutritious foods; they can grow them outside their house."

One major focus of AFF is the distribution of Biofilla Foodcubes, which have currently been provided to 162 households across the project sites of Nukulaelae and Funafuti. Foodcubes are wicking beds which are designed to be used in conjunction with traditional farming practices to grow fresh fruits and vegetables, helping solve the major problems Tuvalu faces with its food production.







"Most of our homes are located in low-lying areas which are affected by sea water intrusions," Kilateli says. "They're user-friendly in terms of size and weight – not taking up too much room, as we are facing problems with lack of land – and are easy to move around. Foodcubes are the solutions for such problems."

So far, these have proven so successful that there have been many requests for Foodcubes from communities outside of the two project sites. Those who have received them have done put in great efforts towards growing their own produce – and are seeing significant benefits.

"I am one of the lucky people who has received these Foodcubes," said Ms Mafuli Pule, a 68-year-old woman from Nukulaelae. "I have planted cabbages, and our family has been eating from these Foodcubes. I will pledge that I will make use of these in order to sustain our nutritious and healthy living."

**"We can  
rely on  
these for  
our daily  
nutritious  
meals"**

Faaaila Auega, a 14-year-old from the same community, also spoke about the help AFF had brought to his family.

"My mother received these Foodcubes and I work closely with her to grow vegetables," he said. "I have harvested cabbages four times and cucumbers five times."

"We can rely on these for our daily nutritious meals, and our other family members are using these as well; not only for our daily use, but for island feasts as well."

Along with other methods like keyhole gardens, raised garden beds and dry-land wicking systems, AFF's Foodcube distribution builds on the work of the earlier Tuvalu Food Futures project to enhance food production, create reliable local food economies and improve diet qualities on Tuvalu.

This is helping ensure the continuation of the important place of food in Tuvalu's culture – something also highlighted by the recent publication of the country's first cookbook for an international audience, Tapa aka tou alo, which has been nominated for an International Gourmand Award

With the AFF project set to continue until 2025, it has much more work to do, but Kilateli is confident that the benefits to Tuvalu's culture, diet and food security are set to only improve

"There will be a very great impact on the lives of Tuvaluan people."

The Atoll Food Futures Project is an Australian Aid initiative implemented by Live & Learn Environmental Education on behalf of the Australian Government.



# A partnership for a more resilient Pacific

**Live & Learn's partnership with the Nakau Programme has grown this year with the launch of the Climate Resilient by Nature (CRxN) project.**

Having teamed up on carbon finance and forest protection projects before, CRxN is giving Live & Learn and Nakau the opportunity to expand nature-based solutions across the Pacific.

In places like Penoru, on the far west of Santo Island in Vanuatu, CRxN is exploring new ways to work alongside local and Indigenous communities to protect ecosystems while building climate resilience.

The people of Penoru have a close connection with their forests. They depend on this ecosystem for food, firewood, building materials, medicine and more, and they protect its beauty and biodiversity through a locally managed community conservation area.

But, faced with increasing environmental and economic challenges, it's becoming more important to find a way to compensate landowners for continuing to protect these conservation areas, rather than encroaching on them for farming.

Developing a forest carbon or conservation project to provide an alternative source of income for the Penoru community while supporting their protection of the forest is what Nakau and Live & Learn aim to do through Climate Resilient by Nature.

This is just one of four pilot activities being implemented by the partnership across Vanuatu and Papua New Guinea to deliver sustainable carbon finance to communities undertaking forest protection and restoration activities.







**Ni-Vanuatu people  
live and are anchored  
to live with the soil...  
I know this will benefit  
the community in the  
future**

CRxN, funded by Australian Aid through WWF-Australia, is using the Nakau methodology — a payment for ecosystem services (PES) framework built specifically for the Pacific region. The methodology not only protects these environments, but also delivers social, financial and cultural benefits to the Indigenous landowners.

The Climate Resilient by Nature project is still in its early stages, and Live & Learn and Nakau have been focusing on preparing ourselves and the communities we will work with, including running some preliminary workshops and forest assessments in Penoru and putting plans in place that could see the community, and these forests, remain resilient for years to come.

“Ni-Vanuatu people live and are anchored to live with the soil,” says Penoru resident Wartutu Molisa. “I know this will benefit the community in the future.”

This work is a partnership between the Nakau Programme and Live & Learn Environmental Education supported by the Australian Government Department of Foreign Affairs and Trade and WWF-Australia through Climate Resilient by Nature.





# LIVE & LEARN PROGRAMS

## CAMBODIA

PROJECT	SUPPORTED BY	THEMATIC AREA
<b>Rural Water and Agriculture Infrastructure Initiative</b>	The Charitable Foundation	<i>Water, Sanitation and Hygiene</i>
<b>Assessment and Knowledge Products Development for The Community Development and Knowledge Management for the Satoyama Initiative (COMDEKS) Phase III</b>	United Nations Development Programme - Small Grants Programme	<i>Environmental Protection</i>
<b>Improved health status for Indigenous communities</b>	Johanniter/ Federal Ministry of Economic Cooperation and Development: BMZ	<i>Water, Sanitation and Hygiene</i>
<b>VOICE Connected &amp; Amplified (Linking, Learning and Amplifying)</b>	VOICE Global	<i>Equality &amp; Inclusion</i>
<b>Resiliency Roadmap Leadership Development</b>	Resiliency Cambodia	<i>Equality &amp; Inclusion</i>
<b>Supporting climate-smart agriculture for sustainable rural development</b>	Johanniter/ Federal Ministry of Economic Cooperation and Development: BMZ	<i>Climate Resilience, Food Resilience</i>
<b>Strengthening biodiversity and forest protection through landscape-based management</b>	CAMPAS/Ministry of Environment Cambodia	<i>Environmental Protection</i>

## FIJI

PROJECT	SUPPORTED BY	THEMATIC AREA
<b>Ecosystems Climate Adaptation Program</b>	European Union	<i>Climate Resilience</i>
<b>RISE Project</b>	Monash University	<i>Water, Sanitation and Hygiene</i>
<b>Australian Humanitarian Partnership</b>	Australian Department of Foreign Affairs and Trade	<i>Disaster Risk Reduction and Response</i>
<b>Climate Resilient Islands (CRI) Programme</b>	New Zealand Ministry of Foreign Affairs and Trade	<i>Climate Resilience</i>
<b>Atoll Food Futures Program</b>	Australian Department of Foreign Affairs and Trade	<i>Climate Resilience</i>
<b>COVID-19 Response Program</b>	New Zealand Ministry of Foreign Affairs and Trade	<i>Disaster Risk Reduction and Response, Food Resilience, Water, Sanitation and Hygiene</i>

## KIRIBATI

PROJECT	SUPPORTED BY	THEMATIC AREA
<b>COVID-19 Mitigation and Preparedness in Pacific</b>	United States Agency for International Development: Office of Foreign Disaster Assistance	<i>Disaster Risk Reduction and Response</i>
<b>COVID-19 Response</b>	Australian Department of Foreign Affairs and Trade /AHP	<i>Disaster Risk Reduction and Response</i>
<b>Atoll Food Futures Program</b>	Australian Department of Foreign Affairs and Trade	<i>Food Resilience / Climate Resilience</i>
<b>Water, Sanitation and Hygiene Awareness Program</b>	Asian Development Bank	<i>Water, Sanitation and Hygiene</i>



## MALDIVES

PROJECT	SUPPORTED BY	THEMATIC AREA
Public Awareness and Capacity Building Programme	Asian Development Bank	Climate Resilience

## SOLOMON ISLANDS

PROJECT	SUPPORTED BY	THEMATIC AREA
Water for Women: New Times, New Targets	Australian Department of Foreign Affairs and Trade	Water, Sanitation and Hygiene
Solomon Islands Better Learning Environment (SIBLE)	UNICEF	Water, Sanitation and Hygiene
Community Forest Conservation in Solomon Islands	Australian Department of Foreign Affairs and Trade	Environmental Protection
COVID-19 Active Response	Australian Department of Foreign Affairs and Trade / Australian Humanitarian Partnership	Disaster Risk Reduction and Response
Family Farm Tree	Australia Centre for International Agricultural Research	Food Resilience
Sustainable Land Management	Food and Agriculture Organization of the United Nations	Food Resilience / Climate Resilience
Climate Resilient by Nature	Australian Department of Foreign Affairs and Trade with WWF-Australia	Climate Resilience

## PAPUA NEW GUINEA

PROJECT	SUPPORTED BY	THEMATIC AREA
Water for Women: Resilient WASH in the Islands Region of Papua New Guinea	Australian Department of Foreign Affairs and Trade	Water, Sanitation and Hygiene
WASH Systems Strengthening	Vitol	Water, Sanitation and Hygiene
COVID Response Phase 2&3	Australian Department of Foreign Affairs and Trade	Disaster Risk Reduction and Response
Water for Women: Papua New Guinea Consortium WASH Fund (Post)	Australian Department of Foreign Affairs and Trade	Water, Sanitation and Hygiene

## TONGA

PROJECT	SUPPORTED BY	THEMATIC AREA
WASH Recovery and Resilience in Tonga	Australian Department of Foreign Affairs and Trade	Water, Sanitation and Hygiene
Volcano Emergency Response	Plan International	Disaster Risk Reduction and Response
Australian Humanitarian Partnership: Hunga-Tonga-Hunga-Ha'apai and COVID-19 Recovery and Resilience Activation	Australian Department of Foreign Affairs and Trade	Disaster Risk Reduction and Response
Agents for Change: Youth Climate Empowerment	European Union	Climate Resilience
Climate Resilience Water Tool	ARUP	Climate Resilience
Climate Resilient Islands (CRI) Programme	New Zealand Ministry of Foreign Affairs and Trade	Climate Resilience



## TUVALU

PROJECT	SUPPORTED BY	THEMATIC AREA
<b>Atoll Food Futures Program</b>	Australian Department of Foreign Affairs and Trade	<i>Food Resilience / Climate Resilience</i>
<b>Climate Resilient Islands (CRI) Programme</b>	New Zealand Ministry of Foreign Affairs and Trade	<i>Climate Resilience</i>
<b>COVID-19 Mitigation and Preparedness in Pacific</b>	United States Agency for International Development: Office of Foreign Disaster Assistance	<i>Water, Sanitation and Hygiene</i>

## VIETNAM

PROJECT	SUPPORTED BY	THEMATIC AREA
<b>CAfCA: Collective Actions for Clean Air</b>	United States Agency for International Development	<i>Climate Resilience</i>
<b>BNO: We strive for a just world that advances children's rights and equality for girls, focus on promotion of a safe and a child friendly care and education system in Lai Chau and Kon Tum provinces in Vietnam</b>	Plan International	<i>Equality &amp; Inclusion</i>
<b>BC: Active Citizens for a World without Waste between the British Council in Viet Nam and Coca-Cola Viet Nam</b>	British Council	<i>Climate Resilience</i>
<b>I love clean water</b>	National Youth Pioneer Council	<i>Water, Sanitation and Hygiene</i>

## VANUATU

PROJECT	SUPPORTED BY	THEMATIC AREA
<b>COVID-19 Response</b>	Australian Department of Foreign Affairs and Trade /AHP	<i>Disaster Risk Reduction and Response</i>
<b>Gender Analysis of WASH in Schools</b>	World Bank	<i>Water, Sanitation and Hygiene</i>
<b>Agriculture and wastewater discharge</b>	Australian Centre for International Agricultural Research	<i>Food Resilience</i>
<b>Climate Resilient by Nature</b>	Australian Department of Foreign Affairs and Trade with WWF-Australia	<i>Climate Resilience</i>
<b>Pacific Islands Forest Restoration Initiative</b>	USAID	<i>Environmental Protection, Food Resilience</i>
<b>Climate Resilient Islands (CRI)Programme</b>	New Zealand Ministry of Foreign Affairs and Trade	<i>Climate Resilience</i>
<b>Erromango Carbon Program</b>	Greencollar	<i>Environmental Protection</i>



<b>LIVE &amp; LEARN ENVIRONMENTAL EDUCATION INCORPORATED</b>		
<b>ABN : 44 945 150 299</b>		
<b>SUMMARY INCOME STATEMENT FOR THE YEAR ENDED 30 JUNE 2022</b>		
	<b>2022</b>	<b>2021</b>
	<b>A\$</b>	<b>A\$</b>
<b>REVENUE</b>		
<i>Donations and gifts</i>		
Monetary	29,794	9,838
Non-monetary		
<i>Bequests and Legacies</i>		
<i>Grants</i>		
Department of Foreign Affairs and Trade	2,957,854	2,254,886
Other Australian Grants	-	15,811
Other Overseas Grants	3,399,504	1,803,128
<i>Investment income</i>	2,941	1,259
Commercial Activities Income		
<i>Other Income</i>		
Consultancy & Other fee	1,788	35,675
Government Grant (Covid-19)	20,000	199,500
Revenue for International Political or Religious Adherence Promotion Programs		
<b>TOTAL REVENUE</b>	<b>6,411,880</b>	<b>4,320,098</b>
<b>EXPENDITURE</b>		
<i>International Aid and Development Programs Expenditure</i>		
<i>International programs</i>		
Funds to international projects	4,215,190	2,889,765
Program support costs	1,722,784	920,668
<i>Community education</i>	90,866	68,794
<i>Fundraising costs</i>		
Public	11,575	7,590
Government, multilateral and private		
<i>Accountability and Administration</i>	117,386	150,213
<i>Non-Monetary Expenditure</i>		
<b>Total International Aid and Development Programs Expenditure</b>	<b>6,157,800</b>	<b>4,037,030</b>
<i>International Political or Religious Adherence Promotion Programs Expenditure</i>	-	-
Domestic Programs Expenditure	-	-
Commercial Activities Expenditure		
Other Expenditure		
<b>TOTAL EXPENDITURE</b>	<b>6,157,800</b>	<b>4,037,030</b>
<b>SURPLUS/(DEFICIT)</b>	<b>254,080</b>	<b>283,067</b>
<i>Other Comprehensive Income</i>		
<b>TOTAL COMPREHENSIVE INCOME</b>	<b>254,080</b>	<b>283,067</b>

<b>LIVE &amp; LEARN ENVIRONMENTAL EDUCATION INCORPORATED</b>		
<b>ABN : 44 945 150 299</b>		
<b>SUMMARY BALANCE SHEET AS AT 30 JUNE 2022</b>		
	<b>2022</b>	<b>2021</b>
	<b>A\$</b>	<b>A\$</b>
<b>Assets</b>		
<b>Current Assets</b>		
Cash and cash equivalents	4,811,502	3,647,812
Trade and other receivables	584,207	402,765
Inventories		
Assets held for sale		
Other financial assets		
<b>Total Current Assets</b>	<b>5,395,710</b>	<b>4,050,577</b>
<b>Non-current Assets</b>		
Trade and other receivables		
Other financial assets		
Property, plant and equipment	592	1,704
Investment property		
Intangibles		
Other non-current assets		
Investments in associates	18,625	18,625
<b>Total Non-Current Assets</b>	<b>19,218</b>	<b>20,329</b>
<b>Total Assets</b>	<b>5,414,927</b>	<b>4,070,906</b>
<b>Liabilities</b>		
<b>Current Liabilities</b>		
Trade & Other Payables	70,421	28,049
Borrowings		
Current tax liabilities	295,440	85,597
Other financial liabilities	3,969,331	3,202,343
Provisions	220,857	154,587
Other		
<b>Total Current Liabilities</b>	<b>4,556,049</b>	<b>3,470,576</b>
<b>Non-current Liabilities</b>		
Borrowings		
Other financial liabilities		
Provisions for Employee Benefits	16,577	12,109
Other		
<b>Total Non-Current Liabilities</b>	<b>16,577</b>	<b>12,109</b>
<b>Total Liabilities</b>	<b>4,572,626</b>	<b>3,482,685</b>
<b>Net Assets</b>	<b>842,301</b>	<b>588,221</b>
<b>Equity</b>		
Reserves		
Retained Earnings	842,301	588,221
<b>Total Equity</b>	<b>842,301</b>	<b>588,221</b>

**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 30/06/2022

**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](http://www.acfid.asn.au)

**NOTE 3** A copy of the full financial report is available upon request by emailing [enquiries@livelearn.org](mailto:enquiries@livelearn.org) or telephoning 03 9650 1291.



**Live & Learn Environmental Education Inc.**

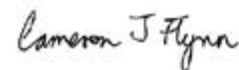
ABN: 44 945 150 299

**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 2022, 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 (AUDIT) PTY LTD



C J FLYNN  
Director

30 November 2022

50 Camberwell Road  
Hawthorn East VIC 3123

**Live & Learn Environmental Education Inc.**

ABN: 44 945 150 299

**Board of Trustees' Declaration**

The committee has 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 3 to 12, present fairly the financial position of Live & Learn Environmental Education Inc. as at 30 June 2022 and its performance for the year ended on that date in accordance with the accounting policies described in Note 1 of 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 fall due.

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:

Trustee .....   
Christian Nielsen

Trustee .....   
Radha Cumarasamy

Dated 30 November 2022





Live & Learn Environmental Education Inc.

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

### Report on the Audit of the Financial Report

#### 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 2022, 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 2022 is prepared, in all material respects, in accordance with the Australian Charities and Not-for-profits Act 2012, including:

- (i) giving true and fair view of the Association's financial position as at 30 June 2022 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 (including Independence Standards)* (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 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 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.

#### 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 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.

#### 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.

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PO Box 268, Camberwell, 3124  
Victoria, Australia  
Telephone + 61 3 9835 8200  
Web [www.accru.melb.com](http://www.accru.melb.com)

Personal • Business • Financial Solutions  
Melbourne • Sydney • Brisbane  
• Perth • Adelaide • Hobart

Accru Melbourne (Audit) Pty Ltd ABN 65 169 392 134. Accru Melbourne is an autonomous and separately accountable member of Accru and MGI Worldwide. Liability limited by a scheme approved under Professional Standards Legislation.

Live & Learn Environmental Education Inc.

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

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

ACCRU MELBOURNE (AUDIT) PTY LTD

30 November 2022

Cameron J Flynn

C J FLYNN  
Director



# Board of Trustees

The trustees provide their time and expertise on a voluntary basis.

Our Board of Trustees ensures good governance and financial integrity, and that Live & Learn's focus remains true to its intended purpose.



**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 a 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.

Iris holds the following Australian qualifications: BA Hons Social Work and Social Policy, Master of Business Administration and Grad. Certif. Applied Science Statistics.



**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.



**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 position 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.



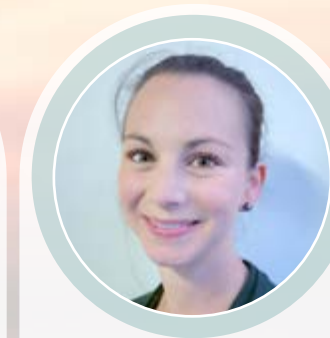
**Ali Zaheer Haidery**

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 and United Nations High Commissioner for Refugees (UNHCR) and has consulted for the 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 a major in Financial Management. He is currently pursuing Certified Internal Audit (CIA) certification with the Global Institute of Internal Auditors.



**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.



**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 Head of Practice - Climate Action and Executive Director of The Climate Ready Initiative at Griffith University. 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. 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 nongovernment 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](http://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](mailto: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](http://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 2021/22, produced by Live & Learn, Melbourne

# Our Offices

## Australia

### International Office

Donkey Wheel House, Level 2  
675 Bourke Street  
Melbourne 3000, Victoria, Australia  
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[enquiries@livelearn.org](mailto:enquiries@livelearn.org)  
**Executive Director – Christian Nielsen**  
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## Cambodia

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**Country Manager – Doris Susau**  
[doris.susau@livelearn.org](mailto:doris.susau@livelearn.org)

## Kiribati

PO Box 202, Bairiki, Tarawa  
Republic of Kiribati  
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**Country Manager – Pelenise Alofa**  
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## Maldives

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Tel: +960 778 4427 / Fax: +960 330 1778  
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**Country Manager – Zameela Ahmed**  
[zameela.ahmed@livelearn.org](mailto:zameela.ahmed@livelearn.org)

## Micronesia

PO Box 145, Kolonia Pohnpei FM, 96941  
Tel: #(691)3203162  
**Contact Person - Nelbert Perez**  
[nperez59@gmail.com](mailto:nperez59@gmail.com)

## New Zealand

PO Box 18487, Glen Innes,  
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Tel: +64 2120 79205  
[enquiries.newzealand@livelearn.org](mailto:enquiries.newzealand@livelearn.org)  
**Country Manager - Haikiu Baiabe**  
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## Papua New Guinea

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Tel: +675 7578 2240  
[enquiries.png@livelearn.org](mailto:enquiries.png@livelearn.org)

## Solomon Islands

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Tel: +677 23697 / 23698 / Fax: +677 23697  
[enquiries.solomons@livelearn.org](mailto:enquiries.solomons@livelearn.org)  
**Country Manager – Elmah Panisi**  
[elmah.panisi@livelearn.org](mailto:elmah.panisi@livelearn.org)

## Tonga

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Nuku'alofa, Tongatapu  
Kingdom of Tonga  
Tel: +676 770 2844  
[enquiries.tonga@livelearn.org](mailto:enquiries.tonga@livelearn.org)  
**Country Manager – Peni Havea**  
[peni.havea@livelearn.org](mailto:peni.havea@livelearn.org)

## Tuvalu

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Tel: +688 20206  
[enquiries.tuvalu@livelearn.org](mailto:enquiries.tuvalu@livelearn.org)  
**Country Manager – Teulealu Mamella-Moris**  
[teuleala.manuella@livelearn.org](mailto:teuleala.manuella@livelearn.org)

## Vanuatu

PO Box 1629, Port Villa, Vanuatu  
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**Country Manager – Glarinda Andre**  
[glarinda.andre@livelearn.org](mailto:glarinda.andre@livelearn.org)

## Vietnam

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[enquiries.vietnam@livelearn.org](mailto:enquiries.vietnam@livelearn.org)  
**Country Manager – Do Van Nguyet**  
[nguyet.dovan@livelearn.org](mailto:nguyet.dovan@livelearn.org)



# RESOURCES

## WASH Posters and Stickers: Water for Women Papua New Guinea

These resources were made as part of the Resilient WASH in the Islands Region of Papua New Guinea Program, and feature messages about covering food, cleaning your marketplace and washing your hands before touching your food.



### Papua New Guinea Drought Preparedness Posters

As part of the Resilient WASH in the Islands Region of Papua New Guinea Program, Live & Learn has created and distributed a series of posters and stickers promoting drought preparedness. The messages focus on several key themes, including the importance of water storage, repairing leaks, turning off running taps and more.

The Resilient WASH in the Islands Region of Papua New Guinea Program is an Australian aid initiative implemented by Live & Learn Environmental Education in partnership with Plan International on behalf of the Australian Government.

### Safe water posters and stickers

Live & Learn has created a series of posters and stickers that focus on keeping your water sources clean. The messages focus on regularly cleaning your water points, as well as the risks of water contamination from human and animal faeces.



### Marketplace hygiene posters and stickers

A majority of people in Papua New Guinea live in rural areas, relying on local community markets to purchase food and make a living. In order to improve the hygiene of such marketplaces Live & Learn created a series of posters and matching stickers.

### Handwashing posters and stickers

Posters and stickers with a focus on handwashing and good hygiene have been created for schools and communities in Papua New Guinea. These resources promote keeping your toilet clean and correctly washing your hands with soap and water.



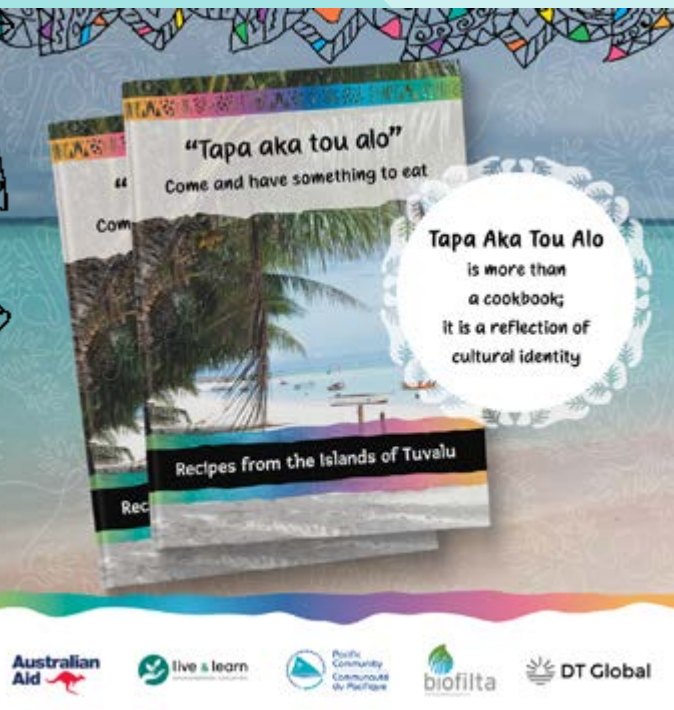


## Tapa aka tou alo: Recipes from the islands of Tuvalu

Tapa aka tou alo, a cookbook of Tuvaluan cuisine, was created as part of the Tuvalu Food Futures Project, which is supported by the Australian Government and implemented by Live and Learn Environmental Education, The Pacific Community (SPC), Biofilta Pty Ltd and DT Global.

This resource is a reflection of Indigenous food knowledge and cultural identity. The recipes in this book were provided by local women from eight of Tuvalu's nine islands. Tuvalu's first cookbook for an international audience is a celebration of culture, highlighting the link between food, environment and human connection.

Tapa aka tou alo means 'come and have something to eat', symbolising the connection between community and family. By preserving these traditional recipes for future generations Tuvalu can build resilience to climate change and continue to thrive. We hope that these meals delight, educate and inspire.



## Social Media Field Guide

Social media is one of the best places to communicate your stories. Managing your office's social media can feel like a burden. But done right, you can turn your social media platforms into powerful tools that help you promote your programs, communicate your organisation's values and tell the world who you are.

With this field guide in hand, you'll be able to more effectively use social media to influence change in your communities in a new way, as well as build stronger relationships with donors, partners and supporters.



## Crop Sheets and Best Practice Guides for Sustainable Land Management

Soil fertility in the Solomon Islands is declining, with farmers experiencing issues like erosion, poor soil health and plant pests and diseases. This issue is exacerbated by climate change, which is causing more severe droughts, floods and storms.

The Sustainable Land Management and Capacity Building Program supports farmers through training and education, to help them manage their land and protect it from the effects of climate change.

The crop sheets and best practices guides are currently being distributed during the piloting of the program. The crop sheets provide information on recognising and managing a number of plant species. The best practice guides discuss the benefits of farming techniques, and how to implement them in your own garden.

This project is funded by the Food and Agriculture Organization (FAO) of the United Nations, Solomon Islands, in partnership with the Ministry of Environment, Climate Change, Disaster Management and Meteorology, the Ministry of Forests and Research, and the Ministry of Agriculture and Livestock.



### LEADERSHIP GUIDE:

#### Agriculture Extension Officers



Sustainable land management for small-holder farmers in Solomon Islands

#### Woakem land kam up gud fala



Sustainable land management for small-holder farmers in Solomon Islands





## Live & Learn COVID-19 Response: Case Study

Eleven countries in the Pacific have reported cases since the first outbreak of COVID-19, as infections have surged in many places across the region. Live & Learn's response to the COVID-19 crisis has been a natural extension of our strong history of implementing water, sanitation and hygiene projects across the Pacific. Live & Learn has worked alongside communities that have been affected by the pandemic, supporting and expanding national health efforts in the response to COVID-19.

Live & Learn has responded to this crisis by implementing a number of activities and projects outlined in this case study. Since the pandemic began, the Live & Learn network has continued to promote a culture of prevention through safe COVID-19 hygiene practices. Responding to COVID-19 is an ongoing process, but Live & Learn will continue supplying communities with the skills and information they need to maintain resilience throughout this crisis.

## Kiribati COVID-19 Awareness Posters

In January 2022 Kiribati experienced its first wave of COVID-19. In response to this crisis Live & Learn created a series of posters as part of the wider WASH Awareness Program. These posters promoted COVID-19 awareness and safety and featured 6 different designs. Basic hygiene messages were included as well as information suited to the local context.

The WASH Awareness Program is part of the larger South Tarawa Water Supply Project, an Asia Development Bank supported initiative of the Government of Kiribati which aims to reach the entire population of South Tarawa.

The program is implemented by Live & Learn Kiribati in partnership with Live & Learn Australia, Plan international and the Kiribati Ministry of Infrastructure and Sustainable Energy.





## Live & Learn Tuvalu Annual Report 2019/2020

Live & Learn Tuvalu focuses on the areas of climate change, water, sanitation and hygiene, gender and women's empowerment, and improving community livelihoods. Since it was registered in 2019 the office has been committed to promoting food security across the nation.

The year 2020 was a challenging time for Live & Learn Tuvalu due to the onset of a global pandemic and the rapid expansion of projects. In 2020 the office broadened its scope from food security to water, sanitation and hygiene, to assist with the prevention of COVID-19 in partnership with CARE Australia.

Despite the challenges faced during this period, delaying the publishing of this Annual Report, Live & Learn Tuvalu has thrived and implemented a number of successful initiatives. This Annual Report details the period of the Tuvalu office's inception, providing context for their wonderful achievements since then.

## Foodcube Comparative Analysis Study

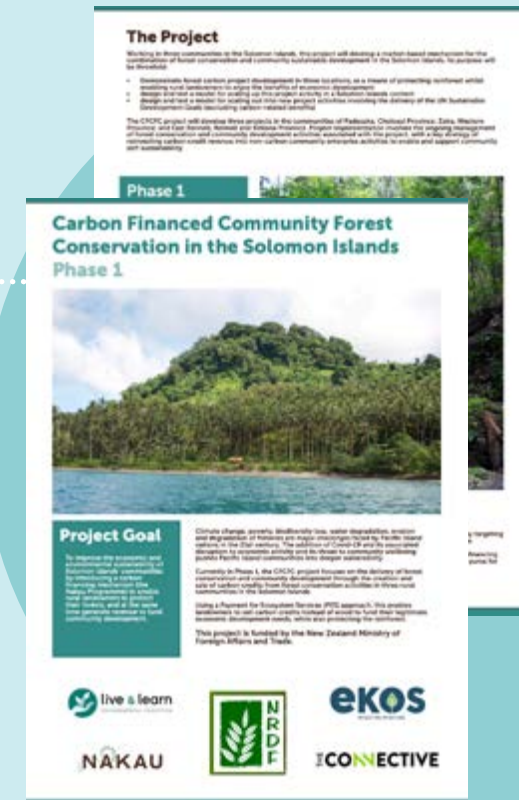
Live & Learn Tuvalu has been implementing the Tuvalu Food Futures project since 2019 to address the impacts of climate change and sea level rise on food security. Funded by the Australian Department of Foreign Affairs and Trade, this project uses Biofilla Foodcube technology to address some of the nation's food security issues, such as land availability and seawater inundation. However, the Food Futures project also focuses on encouraging traditional and cultural farming practices.

This comparative study looks at the different benefits of producing food using Foodcubes versus traditional pulaka pit farming. Importantly, it also looks at how they complement each other to address food security in Tuvalu. As part of this study, 58 respondents (55 households and 3 institutions) were surveyed in Funafuti and Nukulaelae islands during July and August 2021, including 25 FoodCube households, 25 FoodWall households and 31 households practicing pulaka pit farming.

## Carbon Financed Community Forest Conservation in Solomon Islands

Climate change, poverty, biodiversity loss, water degradation and erosion are major challenges faced by Pacific Island nations in the 21st century. The Carbon Financed Community Forest Conservation project in the Solomon Islands is helping to address these challenges. Focused on the delivery of forest conservation and community development through the creation and sale of carbon credits, this initiative is protecting the rainforest while helping fund local economic development.

This project is implemented by Nakau Programme with support from Live & Learn Solomon Islands, NRDF, Ekos, and The Connective and is funded by the New Zealand Ministry of Foreign Affairs and Trade.



## Pacific Community Water Management: Phase 1 Findings

In many Pacific Island countries, including the Solomon Islands, the ongoing management of water systems in rural communities is the responsibility of community members. This is, in large part, because of the inability of government or the private sector to provide water supply services to the many small and remote communities that make up the bulk of the population.

A key outcome of community water management is making sure that community members enjoy a good water supply and have the support they need for good sanitation and hygiene practices. This resource identifies ways that key actors, such as civil society organisations and governments, can better support communities to manage their water systems.

The research for this report was led by International Water Centre, working with field teams from Live & Learn Solomon Islands and Solomon Islands National University. Research partners included Solomon Islands National University and Griffith University, with funding support from Plan International and the Australian Department of Foreign Affairs and Trade through the Water for Women Fund.





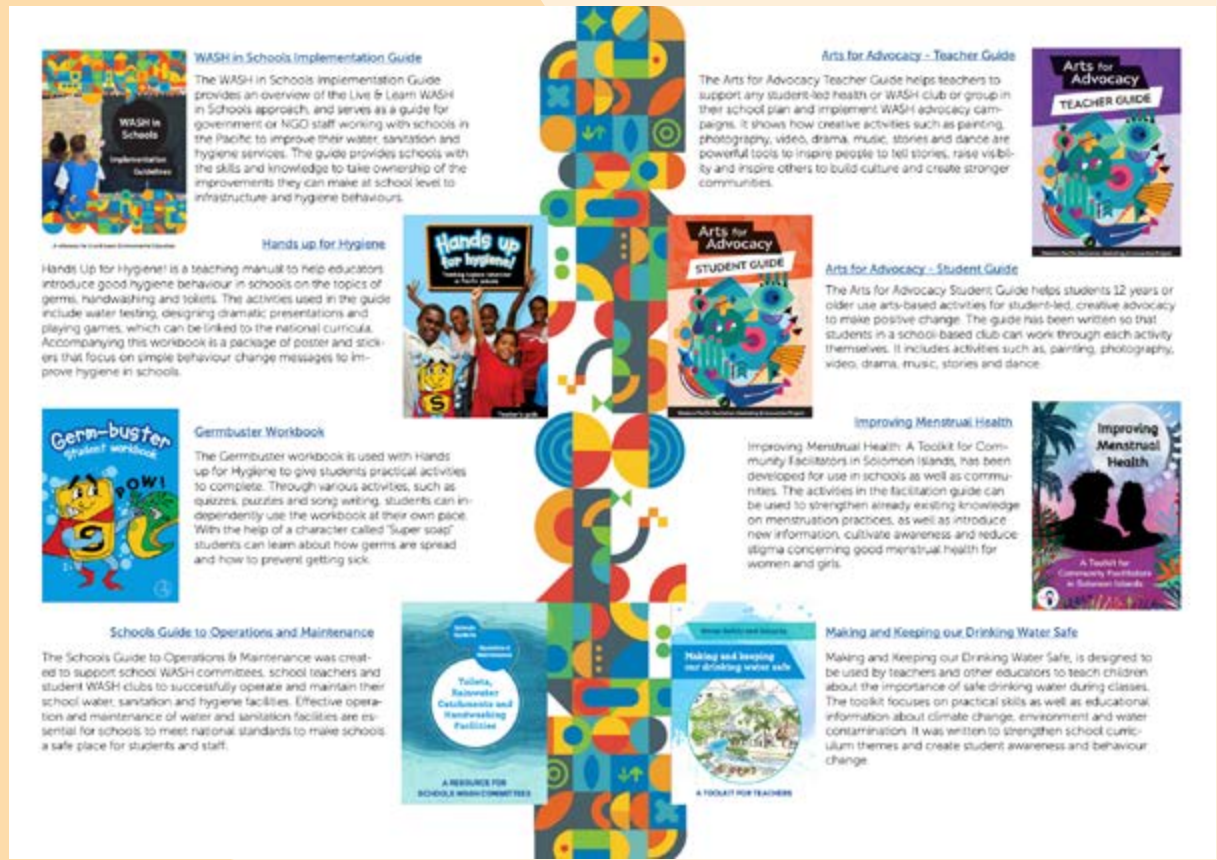
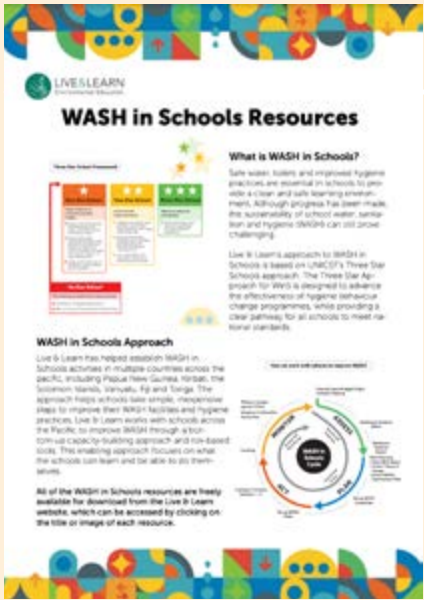
# WASH in Schools Resources

Safe water, toilets and improved hygiene practices are essential in schools to provide a clean and safe learning environment. Although progress has been made, the sustainability of school water, sanitation and hygiene (WASH) can still prove challenging.



Live & Learn has helped establish WASH in Schools activities in multiple countries across the Pacific, including Papua New Guinea, Kiribati, the Solomon Islands, Vanuatu, Fiji and Tonga. The approach helps schools take simple, inexpensive steps to improve their WASH facilities and hygiene practices. Live & Learn works with schools across the Pacific to improve WASH through a bottom-up capacity-building approach and risk-based tools. This enabling approach focuses on what the schools can learn and be able to do themselves.

This package summarises each resource that can be used in schools or the wider community. All of the WASH in Schools resources are freely available for download from the Live & Learn website.



## PROGRAM FACT SHEETS



# Atoll Food Futures Fact Sheet

Atoll countries are faced with a number of challenges that make growing food difficult, impacting their health and food security. Funded by the Australian Department of Foreign Affairs and Trade, Atoll Food Futures (AFF) is a three-year multi-country project operating in Tuvalu, Kiribati and Fiji. Through AFF Live & Learn hopes to improve food production using various methods, with an emphasis on local knowledge and community-based solutions.

This fact sheet details key project information, including the duration of the project, project theme and the overall project goal. It also includes details about the wicking bed technology used in AFF to support community and household food production.



# Sustainable Land Management Capacity Building Programme Fact Sheet

Soil fertility in the Solomon Islands is declining, with farmers experiencing issues like erosion, poor soil health and plant pests and diseases. These issues are exacerbated by climate change, which is causing more severe droughts, floods and storms.

In response Live & Learn has been engaged to assess farming land-use practices in and around proposed protected areas in 5 provinces in Solomon Islands and implement training with 200 farmers and agriculture extension officers in sustainable land management. This work is conducted as part of the Sustainable Land Management Capacity Building Programme.

In this 2-page fact sheet you can learn about the key foundations of the program, including which resources will be produced and the details of sustainable land management.

The Sustainable Land Management Capacity Building Programme is funded by the Food and Agriculture Organization (FAO) of the United Nations, Solomon Islands, in partnership with the Ministry of Environment, Climate Change, Disaster Management and Meteorology, the Ministry of Forests and Research, and the Ministry of Agriculture and Livestock.





# Kiribati Water, Sanitation and Hygiene Awareness Program Fact Sheet

Vulnerability to climate change, remoteness and a lack of water, sanitation and hygiene (WASH) infrastructure create a challenging environment for Kiribati.

Despite a good base knowledge of the importance and health implications of hygiene practices in South Tarawa, practice remains poor. Live & Learn, working with local and international experts, intends to improve practices through the methods of behaviour change and by creating future strategies on WASH, climate and disaster resilience.

The Kiribati Water, Sanitation and Hygiene Awareness Program is managed and overseen by Plan International Australia in partnership with Live & Learn Kiribati and Live & Learn Australia, with funding from the Asian Development Bank in partnership with the Government of Kiribati. In this 2-page fact sheet you can learn more about the Kiribati Water, Sanitation and Hygiene Awareness Program, including WASH behaviour change techniques and the mobilisation of Civil Society Organisations.

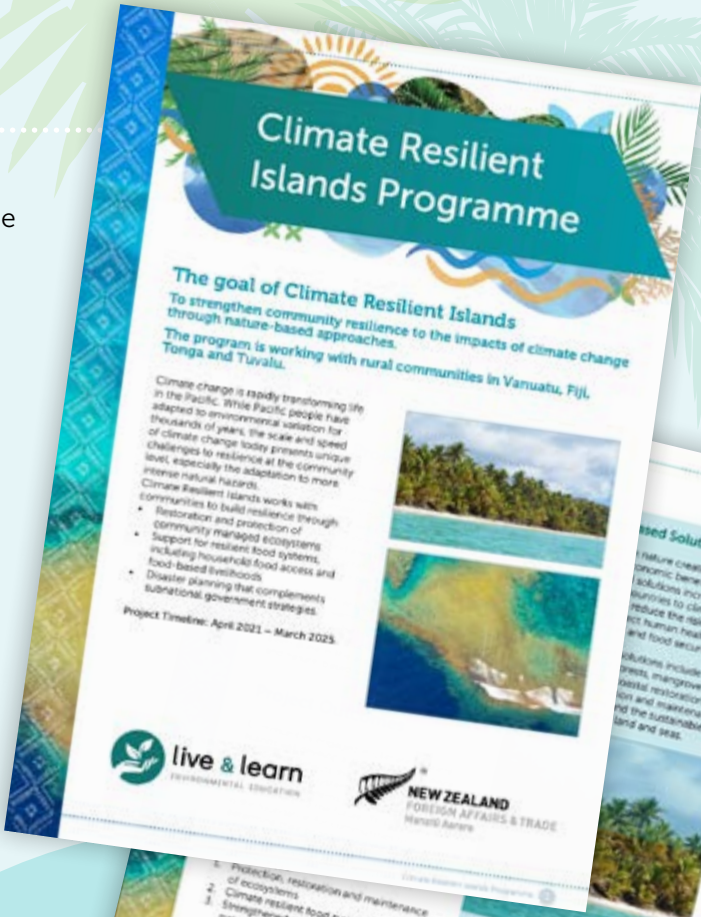
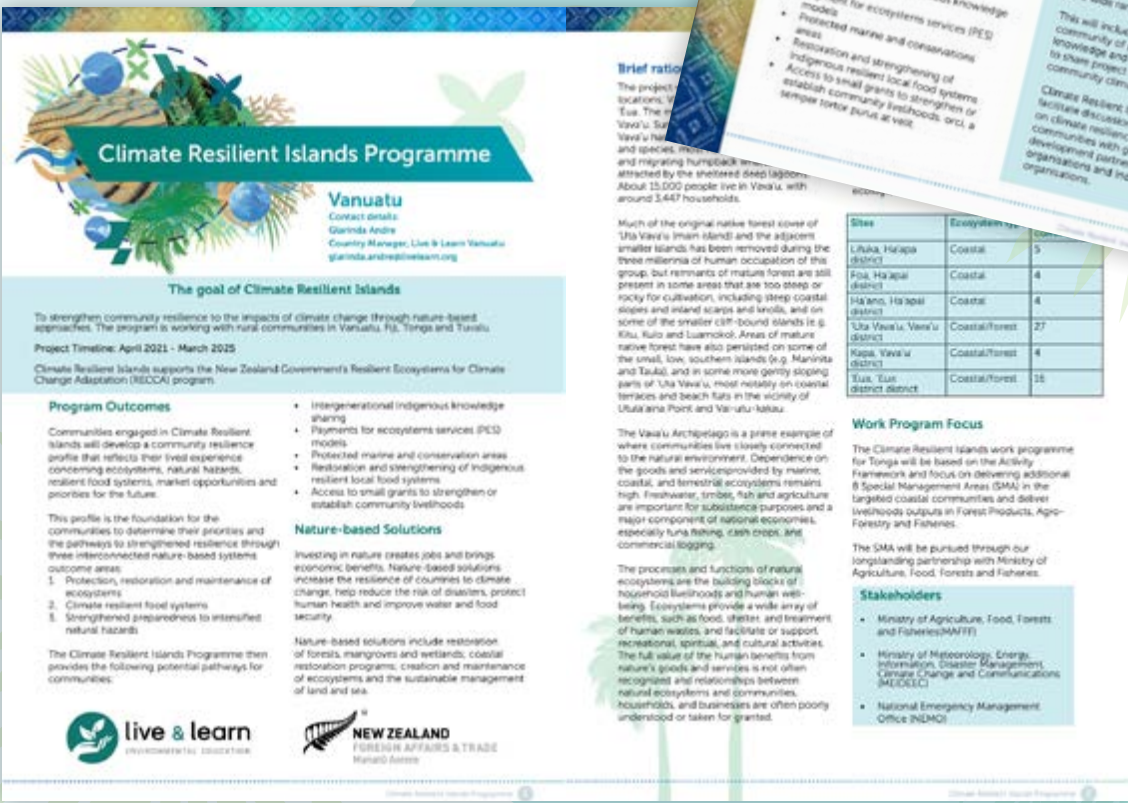


# Climate Resilient Islands Fact Sheet

Read an introduction to Live & Learn's Climate Resilient Islands (CRI) programme. The programme aims to strengthen community resilience to the impacts of climate change through nature-based approaches, working with rural communities in Vanuatu, Fiji, Tonga and Tuvalu.

While the programme uses the same approach and methodology across each country, there are also some differences, including in work focus, ecosystem types and local stakeholders. Read the country-specific fact sheets to learn more about local CRI programme details.

Climate Resilient Islands is a New Zealand Ministry of Foreign Affairs and Trade initiative, implemented by Live & Learn Environmental Education, with funding provided by the New Zealand Government.











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