

# Annual Report 2010



LIVE & LEARN  
Environmental Education



Be the change  
you want to see  
in the world.

Mahatma Gandhi



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# Vision and Guiding Principles

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Live & Learn Environmental Education's mission is to reduce poverty and foster greater understanding and action towards a sustainable future through education, community mobilisation and supportive partnerships.

## Our purpose and aims

- Develop and implement projects and programs for teachers, schools, communities and other target groups in the field of environmental and development education.
- Encourage individual and community attitudes, values and actions that are ethical and environmentally sustainable.
- Share knowledge, skills, learning experiences and resources with others for the benefit of the physical and human environment.
- Promote the integration of environmental, human, cultural and peace concepts in all education projects and programs.

## Guiding Principles

We believe that local knowledge and global understanding are the starting points in developing an ethic in environmental and development education. Local ownership of environmental and development education programs, open participation and equality remain the foundation of our organisation. We aim to strengthen this foundation through the following guiding principles:

- Live & Learn seeks to establish action-based, effective and creative learning models and teaching methodologies of environmental and development issues in the developed and developing world.
- Live & Learn emphasises the importance of linking schools, school managers and teachers with the community, chiefs, elders, parents and NGOs so that communities in their entirety are involved with environmental and development education.
- Live & Learn promotes attitudes, policies, institutions and practical actions that support community-based education and sustainable development.

- Live & Learn advocates and promotes peaceful and humanitarian activities and actions in recognition that peaceful and cooperative partnerships are a fundamental foundation for building sustainable futures.
- Live & Learn strives to work in appropriate partnerships with local teachers, communities, NGOs, and government agencies, respecting their position and addressing their needs.
- Live & Learn shares knowledge, information and lessons learnt with national partners and colleagues along with the wider regional and international community.
- Live & Learn does not discriminate between gender, race, political opinions, age, sexual preferences or religion and does at all times promote equality and fairness among staff, beneficiaries and partners.

# From the Executive Director

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## Enhancing innovation and partnerships

This year has been an amazing period of achievement for Live & Learn across the Asia-Pacific region. It has been a year of growth and innovation with a new program established in Indonesia and greater focus on decentralising Live & Learn's operations to reach rural areas.

Key thematic areas across our program for the year have been climate change adaptation and mitigation, safeguarding drinking water and food sources, providing access to sanitation and promotion of human rights and peace.

On climate change adaptation, innovative work has been undertaken by Live & Learn in the Maldives and the Pacific to educate and empower smallholder farmers in the cultivation of crops resilient to climate variation. In the Western Pacific and East Indonesia, Live & Learn is working to promote sanitation marketing and the establishment of women-led sanitation enterprises in rural areas. Results from the project so far show that a market-driven approach to sanitation creates greater ownership, better operations and

maintenance of infrastructure and therefore long-term sustainability.

Live & Learn in Cambodia is modelling and testing floating latrines on the Tonle Sap, where barges are being built for the purpose of bio-digestion and storage of human excreta. The output from bio-digestion will be used to establish floating gardens and the barge itself will serve as an anchor point for these gardens. We seek to take this technology to scale over the next few years on the Tonle Sap and also in some areas of Viet Nam and Laos.

In Fiji, Live & Learn is developing new ways of delivering peace and human rights education to children using a 'peace bus' which tours schools in remote areas where conflict and division is prevalent.

In Viet Nam, Live & Learn has established an extensive education program for young people that builds capacity to reject and challenge corruption and promote transparency.

Underlying Live & Learn's activities are our guiding principles of innovation and partnership. We acknowledge innovation carries an element of risk but with our commitment to strong community ownership and participation, risks over

the past year have been managed and the results ground breaking. Significant outcomes have included a series of affordable and appropriate sanitation options and climate resilient crop technologies, which will be taken to scale in the coming years.

I acknowledge with heartfelt appreciation and thanks, our committed staff, partners, funders and friends for their unwavering support over the past year.



Christian Nielsen  
Executive Director



# Live & Learn Asia region report

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Live & Learn Asia covers a large geographical area including Cambodia, Indonesia, the Maldives and Viet Nam. Rich and diverse in culture and biodiversity, this region is also the most populous place on the planet, which equates to significant resource management issues.

Operating since 2004, this past year has seen the Live & Learn Asia program consolidate the operations of its longer running offices of Cambodia and the Maldives, while establishing the newer Viet Nam and Indonesia offices. While diverse in many ways, Live & Learn's offices are linked by the same philosophy that a sustainable future needs equity, attainable through poverty reduction and the management of resources through community mobilisation and partnerships.

The office in the Maldives has been busy with many diverse projects. Of great interest is the ongoing private partnership approaches and the work with women's committees in the development of new livelihood opportunities. The Maldives' long running experience in water and sanitation education in small island settings is a very important linkage with the newest office in Indonesia, specifically the water programme on Lombok.

The strong team in Viet Nam is being kept busy on shorter-term actions but are ready and eager to take their team's lessons from other projects and direct them into larger strategic Live & Learn programmes. Live & Learn Cambodia's projects geographically cover most of the country with Learning Communities in the Northeast, Community Based Ecotourism Communities in the South and Heritage Communities from the Angkor World Heritage site in the West. Cambodia and Viet Nam joined together on the development of a new programme related to 'heritage livelihoods', which combines cultural and environmental considerations for strategic poverty reduction. This also included a scoping trip to Lao PDR, which highlighted lots of potential.

Further strengthening Live & Learn Cambodia's programs is the development of a partnership with Assisi Aid Projects. Assisi has been operating in India for over 30 years and has a wealth of knowledge and experience, especially related to community self-help groups. This is the start of a positive and fruitful collaboration with Assisi and there are plans for some of the Cambodia Ecotourism team to visit the Assisi program in India to learn more about their work.

On sanitation, it is hoped that the country offices will have the opportunity to come together to share experiences and lessons on trialling and implementing community sanitation options. A critical topic, the country offices can learn from each other to complement the existing work across the Live & Learn offices in Asia, including the Floating Latrine Prototype activity in Cambodia, community sanitation marketing in Indonesia and water and sanitation education in the Maldives. This may also lay the foundation for future sanitation education in Viet Nam.

A busy and challenging year awaits – which is far outweighed by the positive actions of all the Live & Learn offices. Greater collaboration is key, with more opportunities for staff to visit and share lessons with other offices, including those in the Pacific.

We wish all of the Live & Learn team and our many partners success in the coming year and look forward to continuing to live and learn through our actions and collaboration.

Jady Smith  
Program Director – Asia

# Live & Learn Pacific region report

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The Live & Learn Pacific covers four island countries in Melanesia – Fiji, Papua New Guinea, the Solomon Islands and Vanuatu. With each country surrounded by the Pacific Ocean, there is rich diversity in both flora and fauna on land and sea. This requires the custodians of these abundant resources to be supported to work with a range of issues that impact on the sustainable development of their island homes. Live & Learn Pacific is committed to working with communities to develop an ethic of environmental and development education that starts with local knowledge and a global understanding of development issues.

The establishment of the Pacific Regional Management Team in 2010 has played a significant role in increasing the effectiveness of the programs implemented by the country offices. This 'Learning Network' has strengthened Live & Learn's partnerships across the region through the sharing of experiences and lessons across local, national and regional levels.

Key regional projects in the Pacific have sought to strengthen formal education and community programs in water, sanitation and hygiene (WASH), the sustainable

use of biodiversity, environmental governance, natural resource-based conflict management and peace building, and climate change. The Pacific region has embarked on three major projects: 'Modelling and Testing Sanitation Marketing and Hygiene Behavioural Change in Rural Communities in the Western Pacific' and 'Protecting Food Security through adaptation to Climate Change' (both funded by AusAID) and, 'Combating Commercial Exploitation of Children and Violence against Women in Remote Regions of the Western Pacific' (funded by the European Union). The Pacific region anticipates increased engagement in 2011 in these areas as well as sustainable energy options, waste management and reduction and disaster management and recovery.

In the year ahead, the Pacific region looks forward to building and enhancing partnerships between the country offices, Live & Learn Asia counterparts, with other NGOs, governments and international agencies.

I wish to take this opportunity to thank all the committed staff, volunteers and consultants across the four Pacific Country Offices for your tireless effort.



Doris Susau  
Program Director – Pacific



# Geographical scope and thematic areas

	<b>Thematic Program Area 1:</b> Water, sanitation and hygiene (WASH)	<b>Thematic Program Area 2:</b> Sustainable use of biodiversity	<b>Thematic Program Area 3:</b> Environmental governance	<b>Thematic Program Area 4:</b> Natural resource-based conflict management and peace building	<b>Thematic Program Area 5:</b> Climate change	<b>Thematic Program Area 6:</b> Sustainable energy options	<b>Thematic Program Area 7:</b> Community-based waste reduction and management	<b>Thematic Program Area 8:</b> Community disaster prevention and preparedness
	<b>Goal:</b> Safeguard drinking water, improve hygiene and access to basic sanitation	<b>Goal:</b> Mobilise communities in sustainable use of terrestrial and non-terrestrial resources	<b>Goal:</b> Improve community governance and decision-making on environmental resources	<b>Goal:</b> Strengthen peace and dialogue at community level	<b>Goal:</b> Heighten climate change awareness, advocacy, community mobilisation and adaptation planning	<b>Goal:</b> Promote and advance appropriate and renewable energy technology at community level	<b>Goal:</b> Develop community-based waste reduction and management strategies	<b>Goal:</b> Heighten disaster preparedness at community level
Australia – Northern Territory	✓	✓	✓					
Cambodia	✓	✓		✓		✓	✓	
Eritrea	✓	✓						✓
Fiji	✓		✓	✓	✓		✓	✓
Indonesia	✓	✓						
Maldives	✓	✓	✓		✓		✓	
Papua New Guinea	✓	✓	✓	✓	✓	✓		
Solomon Islands	✓	✓	✓	✓	✓			
Vanuatu	✓	✓	✓		✓			
Viet Nam			✓	✓	✓			



During 2009-2010, Live & Learn had over 70 working projects. The following section provides a snapshot of some of the activities against Live & Learn's goals detailed in the Strategic Vision 2020. [www.livelearn.org/vision](http://www.livelearn.org/vision)

## Thematic Program Area 1: Water, sanitation and hygiene (WASH)

**Goal: Safeguard drinking water, improve hygiene and access to basic sanitation**

### Australia – Northern Territory

Live & Learn established a project in the remote Northern Territory (NT) Aboriginal community of Ali Curung focusing on reducing water consumption to sustainable levels, and providing employment opportunities for Aboriginal people. The project included undertaking a Research of Aspirations and Perceptions (RAP) study with Aboriginal men and women to assist in the design of a water conservation program. The outcome of the project was the design

of a program called Community Water Rangers for Power & Water Corporation, which will be pre-tested in 2010/11 and considered for replication in other remote NT communities. This empowering program model seeks to increase Aboriginal participation and employment in resource management, and move away from the current model of government service delivery.

### Fiji

Live & Learn worked with children in ten schools and various communities in the Nadroga/Navosa District to celebrate Global Handwashing Day in October.

The children, as agents for change, promoted washing hands with soap and water, to help avoid diseases like diarrhoea. They will be the ones to show their families what they have learned and pass on important health messages. With the support of the local children's television program 'Get Set', the Global Handwashing Day celebrations in the schools was aired for a week on Fijian television, reaching a larger and geographically diverse audience. A video capturing children promoting handwashing with soap and water was also produced and shared with stakeholders, partners and donors.



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## Papua New Guinea

Live & Learn Papua New Guinea (PNG) received funding from AusAID to construct a water and sanitation project for Kilu village, about 20 kilometres out of Kimbe

in West New Britain. The project consists of a gravity fed water supply system combined with a ram pump and Ventilated Improved Pit (VIP) latrines, and training and demonstration program. In addition,

a partner NGO outsourced the design and construction of a gravity fed water supply system together with training and construction of VIP latrines.



## Thematic Program Area 2: Sustainable use of biodiversity

**Goal:** Mobilise communities in sustainable use of terrestrial and non-terrestrial resources

### Cambodia

Community based ecotourism continues to be a valid source of income for rural communities in Cambodia. As well as supporting the previous project areas in Chi Phat and Trapeang Rong, this year has seen the project's expansion to a number of communes in the Tonle Sap area. These communes have been provided with training on eco-awareness, waste management, hospitality, first aid, eco-guiding, and mountain biking. Live & Learn has also worked with a cluster of ecotourism communities on first aid, management and leadership training.

The ecotourism communes have been provided with first aid kits and Live & Learn developed interpretive field guides (on birds and mammals in Cambodia). This will help the local community members provide a thorough and exciting ecotourism experience for visitors to their area, whilst protecting their local environment and natural resources.

### Solomon Islands

Live & Learn continues to work with the people of East Rennell to strengthen and maximise the implementation of the East Rennell World Heritage site. The assistance and guidance of two technical advisors through Australian Volunteers International (AVI) stationed in the project site has enabled Live & Learn to provide a number of governance workshops, training, awareness and meetings, surveys as well as an exchange visit to Cairns, Australia by local people.

Governance capacity building has been a major activity in the area to assist in the sustainability of the project. The numerous community governance workshops and meetings have resulted in greater community awareness, understanding and support for the World Heritage site. This has been exemplified in the community's participation in meetings and Lake Tegano World Heritage Site Association membership of which 239 members signed and registered their names. The Provincial and National governments and the Paramount Chief, have provided letters of support which further highlights the level of interest in this initiative.



## Thematic Program Area 3: Environmental governance

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### **Goal:** Improve community governance and decision-making on environmental resources

#### Fiji

A Research of Aspirations and Perceptions (RAP) study undertaken in September 2009 found that young people in local communities are not provided with enough opportunities to contribute to decision making within communal settings. Through the 'Building Grassroots Democracy in Fiji' project funded by the European Union, young people from 28 rural and remote village communities and settlements have been engaged in mobilising actions focused on community natural resource management. Through this initiative young people have linked traditional conservation practices to improve the management of the natural resources. Young people have sought guidance from community elders on integrating traditional practices into natural resource management. This initiative provides young people with the opportunity to actively participate in the decision making process within their communities.

#### Maldives

Live & Learn Maldives focused on strengthening planning and environmental management through the development and implementation of a community-based environmental awareness program for the central region of the Maldives.

A Research of Aspirations and Perceptions (RAP) study highlighted a general awareness of a growing problem of waste, water and beach and land management. As a result, a specific part of the program is focused on how to promote a sustainable future through improved waste, water, land and beach management. Using the newly developed Environmental Awareness and Community Mobilisation Strategy as a starting point, Live & Learn conducted training and workshops utilising locally produced materials. Communities participated in activities to develop environmental management skills and enable community mobilisation. This program is just a first step on the journey toward proper management of waste, water and beach and land management in the Maldives.

#### Vanuatu

Research undertaken by the Live & Learn Vanuatu team has found that although women are heavily involved in the gathering of food and firewood, collection of water and gardening, they do not participate in decision making processes about resource management practices. A Research of Aspirations and Perceptions (RAP) study demonstrated a lack of awareness and education on the importance of resource management practices. The research also highlighted that women should be informed of any decisions concerning resource management practices in the community.

A series of awareness and training workshops were conducted on natural resource management in Vanuatu for land owners, community leaders, women and youth. The activities from the Forest Education Toolkit produced by Live & Learn in the local language, were used during different sessions of the workshops and training. The toolkit consists of a Manual on Forest Management (which highlights how Chiefs can set a good example on community-based forest management and use their influence to empower their people), a video on the current forest situation in Melanesia and a poster with accompanying leaflets.

## Thematic Program Area 4: Natural resource-based conflict management and peace building

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**Goal:** Strengthen peace and dialogue at community level

### Cambodia

In Cambodia, Live & Learn is working on the Learning Community Development Project which aims to improve the livelihoods of poor rural communities. Live & Learn has developed a Learning Community model, which as a priority increases dialogue at a community level. To support the implementation of this project, three orientation workshops were organised in Ratanakiri, Preah Vihear and Kratie

provinces to introduce Learning Community materials and tools to 93 provincial and district project stakeholders, 29% of which were women. In total, 40 flipcharts, 953 booklets on the concept, 218 booklets on skills, 44 booklets with learning session plans, and other tools were distributed. Provincial NGO partners have played a key role in coordinating and facilitating the implementation of Learning Community activities in the six target communes in the targeted provinces. Through education, it is envisaged that the communities will improve their livelihood systems, food security and incomes.

### Solomon Islands

Peace building education and training for teachers and communities continued this year through the 'Imagining Tomorrow – Peace Building Project' that was extended into the Western and Central provinces. With newly developed Peace Education materials, 50 teachers representing 25 schools from each province attended a training workshop on how to use these materials. Chief education officers from the two provinces supported the introduction of peace education materials into the curriculum in the schools.



## Thematic Program Area 5: Climate change

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**Goal:** Heighten climate change awareness, advocacy, community mobilisation and adaptation planning

### Vanuatu

Education on climate change adaptation and mitigation was highlighted as a priority area during workshops in Vanuatu. Participants were informed of the challenges that climate change poses for Vanuatu and other Pacific Island states, and the options for adaptation and mitigation. Although Vanuatu and other Pacific islands emit very little greenhouse gases into the atmosphere, mitigation was highlighted as

a focus area to promote good practice for environmental protection and conservation. Ten schools in Port Vila and Luganville and three communities on Efate were involved in climate change awareness. Approximately 400 students and 100 community members were involved.

During the Climate Change Awareness Day in Vanuatu, activities included information booths on climate change and bicycle rides through town to promote the use of bicycles. This was organised in collaboration with other stakeholders. Furthermore, there was a large sheet of cloth provided for young people and members of the public to sign and write a message to world leaders on action against climate change, and a poster competition.

### Viet Nam

Live & Learn Viet Nam works closely with environmental youth groups and students to build the Green Generation Network that aims to empower young Vietnamese people in the fight against climate change, through education, action and networking. It has mobilised regular activities and exchanges from more than 30 youth-led

environmental and university groups to participate in at least six provinces (Hanoi, Hai Phong, Thai Nguyen, Da Nang, Ho Chi Minh city, Can Tho). Nearly 10,000 youths from the Green Generation Network across the country officially participated in Earth Hour activities. The new campaign, 'Green Generation joins Eco-Handprints' was officially launched in June and will mobilise youth-led actions to celebrate the 1,000th anniversary of Thang Long – Hanoi and the International Day of Climate Action in October 2010.

The highlight of the year was the First National Youth Summit of Sustainable Development with the theme 'Climate Change: Be Aware and Act'. Sixty-five active green change agents gathered to share awareness and action on climate change, building networks and concrete action plans for the year ahead.



## Thematic Program Area 6: Sustainable energy options

**Goal:** Promote and advance appropriate and renewable energy technology at community level

### Cambodia

Live & Learn Cambodia has developed a flipchart that provides practical tools for schools on a broad range of environmental issues, including energy. This section aims to provide school children with the ability to understand renewable and non-renewable sources of energy and why energy efficiency is important. It encourages students to look at energy use within their community and presents practical and accessible alternatives. Training on using this resource was conducted with teachers around the Tonle Sap and with partner NGOs in the region.

A collaboration between Live & Learn and Engineers Without Borders, Australia was undertaken to develop sanitation options for residents of the floating villages that are culturally appropriate, affordable and sustainable. Identified through this initiative was the potential to develop a floating biodigester to process the waste and capture and utilise the gas for cooking.

### Papua New Guinea

Live & Learn Papua New Guinea (PNG) has entered into a partnership with Appropriate Technology Projects (ATprojects), an NGO based in Goroka in the Eastern Highlands Province of PNG, and the West New Britain Provincial Government, in a national project called 'Light up the World' (LUTW). Through this initiative, solar powered LED lighting systems will be installed in 100 rural health centres, health clinics and health posts over the one year project period.

Live & Learn is the lead partner for the project in West New Britain. The West New Britain Provincial government provides funding for freight and logistics and ATprojects supplies the solar lighting kits and training for staff.



## Thematic Program Area 7: Community-based waste reduction and management

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**Goal:** Develop community-based waste reduction and management strategies

### Cambodia

Live & Learn in Cambodia is working closely with Engineers without Borders, Australia to design and test a floating latrine and



barge for the purpose of bio-digestion and storage. The output for bio-digestion will be used to establish floating gardens and the barge itself will serve as an anchor point for the floating gardens. Its design was based on environment, cost, and community needs, with the locally available materials costing US\$35 and labour costing US\$5 per latrine. The design was prototyped with local, low-cost production with four variations based on early user feedback. It is hoped that this technology can be taken to scale in the next few years on the Tonle Sap and also in some areas of Viet Nam.

Over the past year, 13 trial latrines were constructed at the Resource Development Institute, Live & Learn, Phat Sanday Ranger Station, secondary schools and households. Live & Learn is working with its partners to facilitate the establishment of a floating barge for waste management in Phat Sanday.

### Maldives

Solid waste management is one of the greatest environmental challenges in the Maldives. With limited space and multiple islands spread over a large geographical

area, waste management strategies are difficult to implement. This year in Baa Atoll, Live & Learn undertook a study to assess the attitudes towards waste management and the willingness to pay by the local communities for waste management services. It was found that more than half of the participants were willing to pay a sum per month to remove the waste from the island. There was a consensus for the development of a Regional Waste Management Centre throughout the atoll. The majority of participants were willing to segregate waste at the household level and dispose of it at an appropriate site. The resorts in the atoll were also prepared to be involved in waste management by helping the transportation of waste, increasing awareness and also training the islanders to carry out proper waste management.

The User Pays Model Framework was developed as a result of this study. The model consists of a set of excel-based economic models for fee setting, a guideline for using the framework, and a board game to be used as a communication tool with the island communities.



## Thematic Program Area 8: Community disaster prevention and preparedness

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**Goal:** Heighten disaster preparedness at community level

### Fiji

Live & Learn has been instrumental in carrying out national assessments of the impact of Cyclone Mick. Many communities within the greater northern division of Fiji were badly affected.

Live & Learn installed 88 rainwater harvesting systems in flood-affected communities in the informal settlements, communities and schools within the Central Division, Nadroga/Navosa province and the Nadi Basin. This action provided safe drinking water to communities vulnerable to flooding, and affected during drought periods.

Sanitation and hygiene education and promotion programs were also facilitated to provide communities with better knowledge of the need for good sanitation and hygiene practices.





Education is the  
most powerful  
weapon which  
you can use to  
change the world.

Nelson Mandela

# 2010 Highlights

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## Working with the children of Eritrea

The Elementary Schools Environmental Education Initiative (ESEE) was undertaken by Live & Learn in collaboration with UNICEF and the Eritrean Ministry of Education. This initiative aimed to build the capacity of elementary school students to understand and respond to the environmental issues confronting Eritrea.

In consultation with teachers, school administrators, Parent and Teacher

Associations and students, Live & Learn developed a range of educational materials to promote a child-centred, participatory style approach to learning. The materials are designed to improve the knowledge, attitudes and skills of students on a range of environmental issues such as climate change, desertification, erosion, biodiversity, water, sanitation, hygiene, waste management, endangered species, landmines and school food gardens.

The materials offer teachers fun activities to use with students, background information,

strategies to make teaching more effective as well as a toolbox of real objects to use in classes.

Teacher training will commence in late 2010, followed by the distribution of the toolkits, containing books, posters, picture cards and teaching aids, to all Elementary schools in Eritrea.





## Reduced Emissions from Deforestation and Degradation

Over the year, Live & Learn focused on building capacity to design and implement Reduced Emissions from Deforestation and Degradation (REDD) projects, and have become a leader in this new field in the Pacific region. Several project proposals were researched and developed, and will commence implementation in 2010/11.

In PNG, Live & Learn delivered an AusAID funded project to design a concept for a REDD pilot activity for the PNG Government. The project involved researching aspirations, needs, capacity and knowledge gaps from community to

national levels. Studies were conducted into relevant laws, policy directions, benefit sharing models and community participation. A carbon inventory and investigation of potential monitoring, report and verification methodologies was also undertaken for potential project sites. The outcome was a very robust model for a REDD pilot project that could provide sustainable and equitable benefits to forest dependent indigenous people and provide governments with valuable information to shape REDD policy.

## Assisi – Live & Learn partnership

During 2010, the Live & Learn partnership with Assisi Aid Projects Inc. has continued to grow. Assisi is a member of ACFID and is accredited with AusAid. The partnership has invested in a capacity building program for community-based ecotourism for the conservation of the Cardamom Mountains in southern Cambodia. To support this program and to promote other community social development projects, Assisi funded a capacity building and cultural exchange seminar in Phnom Penh in March 2010. Live & Learn Cambodia organised the event which was attended by Sr. Stella and

George Samuel from Assisi India, Chris Halpin and Tom Dumaresq from Assisi Australia, Jady Smith, Moeurk Mee, Keat Bunthan and Chum Phallika from Live & Learn Cambodia, Nguyet Do Van from Live & Learn Viet Nam and other NGOs and stakeholders. Live & Learn is confident that further women empowerment programs will develop from the partnership with Assisi not only from within India and Cambodia but also from other Asia-Pacific countries to support initiatives designed to break the cycle of poverty.

## A fresh approach in Lombok, Indonesia

Like many developing nations, water, sanitation and hygiene issues and biodiversity reduction are ongoing problems. Through a sustained approach to these problems, Live & Learn Indonesia aims to improve the quality of life for the people of Indonesia and preserve their environmental sustainability.

Although it is the newest country office, Live & Learn Indonesia has embarked on a number of innovative projects. Work has begun on a sanitation marketing project

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that aims to improve health and livelihood opportunities for vulnerable populations in rural areas in Lombok. The project will model and test sanitation marketing and hygiene behaviour education in two villages in West Lombok Regency and one in East Lombok Regency.

Live & Learn Indonesia is also celebrating the 2010 International Year of Biodiversity by promoting the importance of the marine ecosystem among primary school children. One primary school in West Lombok Regency and two primary schools in East Lombok Regency are involved in this program. Over a year, children will learn about biodiversity in seagrass beds, mangrove forests and coral reefs, threatened species and conservation through classroom activities, games and field trips. At the end of the program, children will present what they have learnt to their peers from other schools.

### A transparent and sustainable society for Viet Nam

Live & Learn Viet Nam has completed 'A Transparent and Sustainable Society is in Youth's Hands', a one-year project that worked with more than 600 students to raise awareness of corruption and build a transparent society. Young people were initially reluctant to participate in "boring" and "big" topics such as corruption or transparency and felt these issues weren't related to their youth life. However, through interactive education methodologies and close engagement with youth organisations, the project gained and built a growing

interest of young people. This resulted in many youth actively sharing and disseminating anti-corruption topics in their universities and volunteer group activities. The project was made possible by the Live & Learn team winning funding through a Viet Nam Innovation Day contest.

Along with extensive work in climate change and the Green Generation Network, Live & Learn Viet Nam is creating an exciting environment for youth to learn and advocate for environmental and governance issues in Viet Nam.



# Impact against the Millennium Development Goals (MDGs)

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Sustainable development is a dynamic and evolving concept with many dimensions and interpretations and reflects locally relevant and culturally appropriate visions for the world. The Millennium Development Goals (MDGs) provide targets for international actions to bring such visions into reality by: overcoming poverty; improving child, maternal and sexual health; expanding educational provision and redressing gender inequalities in education; and developing national strategies for sustainable development. All Live & Learn's activities are working towards a local realisation of the MDGs.

Live & Learn aims to build creative and trusting relationships with communities through four central strands of human development:

(a) The rights based approach acknowledges that people have inalienable rights by virtue of their personhood. Primarily, but not means exclusively, these rights are to be claimed by citizens against their state. Thus governmental authorities have a duty to respect, protect and work toward the full employment of these rights. Gender equity is integral to the rights based commitment and value

base and is therefore to be seen as an important aspect of the rights based approach in the light of the all-pervasive systemic gender discrimination and gender inequality. Applying rights based approaches ensure that equal rights for both women and men are addressed.

- (b) The empowerment approach builds people's confidence and capacity both as individuals and as groups. Empowerment activities strive to enable civil society to recognize their own strengths to change their conditions and improve their lives.
- (c) The integrated approach is a holistic approach to development, which encompasses economic, social, political, environmental and cultural aspects of people's lives. These factors are interrelated and are thus best addressed through holistic livelihoods interventions at community level.
- (d) The action learning approach is deployed to ensure that the different target groups and stakeholders are brought together to share experiences, to discuss lessons learnt and to develop new strategies.

**In the context of the above principles, the following section provides a snapshot of how Live & Learn's work impacts against four of the eight development goals.**



**Goal 1: Eradicate extreme poverty and hunger**  
**Target 2: Achieve full and productive employment and decent work for all, including women and young people**

- Conducted 34 (17 target villages) Learning Community training workshops and actions to promote long term thinking in regard to quality of life choices, resource use and livelihoods in Cambodia, reaching 728 people (452 women).
- Facilitated environmental awareness and workshops involving approximately 300 women and young people on their roles and responsibilities in environmental governance in communities throughout Vanuatu.

- Employed and trained two trainee rangers and over 40 casual rangers (involving 35 male and 11 female), in a variety of natural resource management areas, including bird surveys, GPS use and tilapia monitoring in the East Rennell World Heritage Site, Solomon Islands.



## Goal 2: Achieve universal primary education

**Target 1: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling**

- Supported universal primary education through the Practical Tools for Schools kit, which includes flipchart, practical resources and teacher training for 200 schools in Cambodia.
- Lead research agency for the Research of Child Labor in Rural and Agricultural Communities in Fiji in which 209 children were identified as child laborers in rural and agricultural communities in Fiji. These findings feed into the development and implementation of national action programs to tackle child labor in the agricultural sector in Fiji.
- Distributed 50 Biodiversity Teaching resource kits to teachers in Vanuatu and the Cook islands.
- Produced and distributed 200 Green Kindergarten Teaching Resources for preschools in Vanuatu.
- Completed report on the status of Education for Sustainable Development in Vanuatu.
- Delivered 35 waste workshops to school children in Vanuatu.
- Delivered five climate change awareness workshops to 300 school children and youth that do not have the opportunity to go to school in Vanuatu.
- Trained 50 teachers from 25 schools in two provinces in the Solomon Islands on the use of peace education materials.



## Goal 3: Promote gender equality and empower women

**Target 1: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015**

- 1,000 women and men from four target provinces in the Solomon Islands attended a number of sustainable livelihoods, gender and sustainable environment training and consultation under the 'Together Today for Tomorrow' (TTfT) programme.
- Conducted four Learning Circle training workshops, five sustainable livelihoods training workshops, five gender awareness and three sustainable natural resource and environmental consultations involving 700 men and women in four provinces in the Solomon Islands.



## **Goal 7: Ensure environmental sustainability**

### **Target 1: Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources**

- Input into Vanuatu's National Waste Management Strategy.
- Input into carbon trading policy in Vanuatu.
- Participated in the development of the National Ridges and Reefs Conservation Plan for the Solomon Islands with the Ministry of Environment Conservation and Meteorology.
- Supported the formulation of the Protected Area Bill to the Solomon Islands National Parliament, which was recently passed.
- Facilitated seven East Rennell World Heritage (Solomon Islands) Site Association committee meetings.
- Facilitated three governance training workshops in East Rennell World Heritage (Solomon Islands) site.
- Facilitated 19 community workshops in total (involving 250 individual participants) regarding governance, community decision making and the World Heritage program in East Rennell, Solomon Islands.
- Provided education on and supported the successful democratic formation of the Lake Tegano World Heritage Site Association (LTWHSA) in the Solomon Islands, with current membership standing at 239.
- Facilitated the successful election and formation of a Committee to participate in natural resource governance and decision making in the East Rennell World Heritage (EWRH) site, Solomon Islands.
- Coordinated the drafting and registration of the East Rennell World Heritage site Constitution after extensive consultation with local communities, Ministry of Culture and Tourism, UNESCO representative of the Ministry of Education and Training and partner NGOs.
- Contributed to the introduction and implementation of the Education for Sustainable Development (ESD) principles into the Teachers' College ESD module course studies in the Solomon Islands.
- Increased awareness, knowledge and skills of 644 youths on building a transparent and sustainable society in Viet Nam through 'Transparent and sustainable society is in youth's hands'.
- Coordinated ten forums on transparent and sustainable society in universities and volunteer clubs in Viet Nam.
- Liaised with 25 universities/schools, 30 different occupations, 26 volunteer clubs for participation in the project.



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## Target 2: Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss

- Three primary schools involved in marine environmental education in Lombok, Indonesia.
- Promoted sustainable natural resource use through learning activities to enhance the capacity of the local community to enable them to participate better in planning, implementation, monitoring and evaluation of activities in their communities.
- Undertook land use mapping of Angkor Park, Cambodia for more strategic resource use and in support of park forest and water management.
- Trained 250 teachers in three provinces in PNG to teach Education for Biodiversity Conservation.
- Trained 75 student teachers in Education for Biodiversity Conservation in PNG.
- Linked two environmental education resources to PNG curriculum.
- Trained 33 Coconut Crab monitors towards enforcement of law to protect Kokonas Krab species in Vanuatu.
- Identified sites within Vanuatu for coconut crab stock assessment.
- Coordinated continuous awareness on the importance of the five year ban season and coconut crab life cycle for target communities in Vanuatu.
- Trained and supported 25 Solomon Islands community leaders, six resource owners, 100 students from Honiara schools, seven chiefs, 12 journalists, one former commissioner of forest, two Community Conservation Officers and three loggers through Forest Education and media centre programmes, training and resource centre.
- Raised awareness of 534 community members from Lake Tegano of the East Rennell World Heritage Site (ERWHS) through workshops, meetings and consultations.
- Developed a climate change module, five forestry interpretive display resource materials, one Investigative Journalism Guide, one logging documentary and one forestry education flipchart.
- Engaged 500 students in two community high schools in the Solomon Islands in the pre-testing of the climate change module.
- Founded and facilitated the Green Generation Network - a nationwide youth network of climate awareness and action in Viet Nam.
- Mobilised over 30 environmental groups in Viet Nam to undertake diverse and innovative activities in recycling, cycling, learning and speaking English, climate change education groups, university clubs, green school and disseminating environment films.
- Over 10,000 people across Viet Nam participated in campaigns through diverse activities against climate change. 70 initiatives and action plans were formed, 500 commitments on environment protection were made.

- Over 100 Vietnamese green change agents strengthened their abilities to implement climate actions through capacity building and mentoring programs, particularly at the 'National Youth Summit 2009 on Climate Change: Be Aware and Act' and several workshops in March, June 2010 with topics 'Green Generation joins Eco-handprints' and 'Environment and Hanoian'.
- Conducted five 'World Heritage Program Awareness Raising Workshop Series' with 46 key participants involving men and women in four communities of Lake Tengano, East Rennell.
- Undertook 12 bird surveys in four different East Rennell habitats in the Solomon Islands, providing baseline data for future surveys on bird population and diversity in the area.
- Trained five Solomon Islands 'rangers' on how to supervise surveys and were assessed capable of repeating bird surveys unassisted in the future.
- Undertook nine tilapia fish surveys in the Solomon Islands.

### Target 3: Halve, by 2015, the proportion of the population without sustainable access to safe drinking water and basic sanitation

- Engaged three villages in the modelling and testing of sanitation marketing in Lombok, Indonesia.
- Prototyped floating latrine systems for villagers living in floating communities in Cambodia.
- Supported community water filter revolving fund for communities in Angkor Park, Cambodia.
- Installed 17 x 5,000 litre rainwater harvesting systems in the Nadroga/ Navosa District in the Fiji Islands. A total of 3,600 community members and children from nine schools and five villages in the Nadroga/Navosa district, were direct beneficiaries of this action.
- Installed 22 x 5200 litre rainwater harvesting systems in three schools that act as evacuation centres and seven informal settlements within the Suva/ Nausori District. A total number of 392 people (177 children, 80 men and 72 women from the seven settlements,

37 teachers and 26 school committee members) from the seven settlements and three school communities were directly trained on water quality management, hygiene and sanitation good practices, such as handwashing with soap and water.

- Trained 100 primary and secondary school teachers on the use of innovative learning tools, to educate children and communities on safe water actions.
- 50 children from primary and secondary schools within the Nadi District participated in an oratory contest and 50 children representatives from the Northern, Central and Western Divisions in Fiji participated in a poetry competition – campaigning for water conservation, practical steps to ensuring access to safe drinking water and good sanitation practices.
- Installed 49 rainwater tanks in 30 schools and improvement to rainwater harvesting in two schools within the Nadi district.

- Facilitated a total of 32 water, sanitation and hygiene training sessions for primary and secondary school teachers, school management committees and parents and guardians in Fiji.
- Improvement of water governance in three communities and schools benefiting more than 500 community members including women and children.
- Assessed and tested all freshwater sources on Mali Island, Fiji, in schools and communities benefiting 500 community members.
- Conducted sustainable water management training on Mali Island, Fiji benefiting more than 500 community members, including women and school children.
- Coordinated nation-wide TV campaign for safe water access, showcasing simple, practical ways for good water management and improvements to water quality through Fiji TV's Get Set program.
- Developed and distributed 2,000 copies of World Water Day educational (campaign) material to school networks around Fiji, partners and Live & Learn offices in Vanuatu, Solomon Islands and PNG.
- Conducted training on water sanitation infrastructure in three communities in West New Britain in PNG reaching approximately 5,000 people.
- Provided safe drinking water and sanitation to more than 5,000 people in West New Britain, PNG.
- Improved access to safe drinking water to eight schools in West New Britain, PNG through the provision of rain water harvesting.
- Improved access for 450 students and teachers to healthy and environmentally friendly toilet facilities and 60 students trained to construct composting eco-toilets and Ventilated Improved Pit (VIP) latrines at Ponini Technical High School in West New Britain, PNG.



# Projects

COUNTRY	PROJECT NAME	DONOR
Cambodia	Community Based Eco-tourism - Income Generation – Ecotourism Training: Identification and Planning Proposals	ADB
	Community Based Eco-tourism – Investing	Assisi
	RULIP- Learning Community Development Project	UNDP
	Tonle Sap Floating Barge Project	iBOP
	Tonle Sap Floating Latrine Design Project	ADB, MRD/UNICEF, The Wheeler Foundation
	TSSLP- Educate for Protection of Natural Resources	ADB, Finland
Eritrea	The Elementary Schools Environmental Education Initiative (ESEE)	UNICEF
Fiji	Advancing Safe Water Actions in Target Schools & Communities in the Serua Province	UNDP
	Building Grassroots Democracy in Fiji	European Union
	Develop & Deliver WSS Workshop in Nauru	WHO
	Early Recovery & Rehabilitation for Safe Water Actions in Schools and Communities affected by Cyclone Mick	UNICEF
	Emergency assistance for flood affected population in Fiji	UNICEF
	Emergency Safe Water Action in Target Schools and Communities in Flood affected areas in Fiji	UNICEF
	Exploring and documenting gender outcomes in water governance initiatives	IWDA
	Flood Recovery – Strengthening Water Sanitation and Hygiene Education in Schools	NZAID
	Global Handwashing Day	UNICEF
	Research on Child Labour in Rural and Agricultural Communities in Fiji	ILO
	Restoring the Natural Landscape on Mali Island through Community Landcare	WWF and GEF/SGP
	Supporting Human Rights and Social Participation for Women in remote areas in Fiji	European Union
	Workshop on Community/Household WS link to typhoid post-Cyclone Tomas	WHO
	World Water Day Campaign	SOPAC
	Youth Leaders for Waste Wise Community	Asia/Pacific Cultural Center for UNESCO Vodafone ATH Fiji Foundation

<b>Maldives</b>	Environmental Awareness and Community Mobilisation, Regional Development Project – Phase 2	ADB
	UNICEF Advocacy	UNICEF
	Training to Train Teachers from selected atolls under Environmental and Hygiene project	UNICEF
	Waste-Willingness to Pay for Waste Management in Baa Atoll	WASTE
	NZAID-Environmental Awareness and Education Program for the Management of Local Wetlands through Eco-Clubs and the Media	NZAID
	Chili – Promoting Gender Justice and Women’s Empowerment	IWDA
	VCO – Enhancing Environmental Sustainability Livelihood options for women in H.DH.Hanimaadhoo	FAO
	MFF – Promoting community resilience to climate change, by the introduction and dissemination of conservation agriculture, through Island Women’s Development Committees, in five islands in Baa Atoll in the North Province of Maldives	IUCN
<b>PNG</b>	Building Grassroots Democracy and Social Participation in Papua New Guinea	European Union
	Capacity building within formal and non-formal education systems to support the implementation of National Biodiversity Strategic Action Plans in the South Pacific – Papua New Guinea – Phase 2	NZAID Small Projects Scheme
	Improved health for the people of West New Britain through the provision of improved access to safe water supply, improved hygiene and sanitation facilities	European Union (RWSSP)
	Light Up The World (LUTW)	West New Britain Provincial Government
	REDD – Design Concept Development	AusAID
	Strengthening access and governance of water and sanitation at grassroots level (Kilu)	DGTP (AusAID)
	WASH Support Project	Canada Fund
<b>Solomon Islands</b>	Building Capacity for Sustainable Management of East Rennell World Heritage Site	European Union
	Building Grassroots Democracy in rural and vulnerable areas of the Solomon Islands	European Union
	Forest Education and Media Centre	European Union
	Imagining Tomorrow	European Union
	Inclusive Natural Resource Management – Tugeda Tude fo Tumoro (TTfT)	AusAID
<b>Vanuatu</b>	Coconut Crab Monitors Programme	GEF SGP (VANGO)
	Combating commercial exploitation of children and violence against women in remote regions of the Western Pacific	European Union
	Community Conservation Area Planning South Pentecost	GEF
	Development of community health awareness tools for coping with volcanic impacts in Vanuatu	WHO
	Modelling and Testing Sanitation Marketing and Hygiene Promotion in Rural Communities in the Western Pacific	AusAID
	Protection of Food Security through Adaptation to Climate Change	AusAID
	Waste minimisation for a cleaner, healthier Vanuatu	NZAID
<b>Viet Nam</b>	Sustainable and Transparent Society in the Youth’s hands	Finland Embassy
	Green Generation Network supporting activities	Oxfam, British Council

# Finances

Live & Learn Environmental Education Incorporation

ABN: 44 945 150 299

## Summary income statement for the year ended 30<sup>th</sup> June 2010

	2010	2009
<b>Revenue</b>	\$	\$
Donations and gifts		
Monetary	4,940	488
Non monetary	–	–
Legacies and bequests	–	–
<b>Grants</b>		
AusAID	527,224	264,033
Other Australian	688,297	–
Other overseas	2,686,780	2,289,971
Investment income	3,102	7,770
Other Income	76,479	29,945
Revenue from International Political or Religious Proselytisation Programs	–	–
<b>Total revenue</b>	<b>3,986,822</b>	<b>2,592,207</b>
<b>Expenses</b>		
International programs		
Funds to international projects	2,516,913	2,503,060
Program support costs	216,714	145,932
Community education	–	–
Fundraising costs – Public	–	–
Government and multilateral	–	–
Administration	247,674	263,242
Non-Monetary Expenses	–	–
<b>Total International Aid and Development Programs Expenses</b>	<b>2,981,301</b>	<b>2,912,234</b>
Expenditure for International Political or Religious Proselytisation Programs	–	–
Domestic Programs Expenses	114,620	–
<b>Total Expenses</b>	<b>3,095,921</b>	<b>2,912,234</b>
<b>Excess/(Shortfall) of Revenue Over Expenses</b>	<b>890,902</b>	<b>(-313,081)</b>

## Summary balance sheet as at 30<sup>th</sup> June 2010

	2010	2009
<b>Assets</b>	\$	\$
<b>Current Assets</b>		
Cash and cash equivalents	1,450,610	531,651
Trade and other receivables	2,373	–
Inventories	–	–
Assets held for sale	–	–
Other financial assets	12,303	794
<b>Total Current Assets</b>	<b>1,465,286</b>	<b>532,445</b>
<b>Non-current Assets</b>		
Trade and other receivables	–	–
Other financial assets	–	–
Property, plant and equipment	77,463	67,802
Investment property	–	–
Intangibles	–	–
Other non-current assets	–	49,829
<b>Total Non-current Assets</b>	<b>77,463</b>	<b>117,631</b>
<b>Total assets</b>	<b>1,542,749</b>	<b>650,076</b>
<b>Liabilities</b>		
<b>Current Liabilities</b>		
Trade and other payables	48,780	62,042
Borrowings	–	–
Current tax liabilities	–	–
Provisions	–	–
Other	–	–
<b>Total Current Liabilities</b>	<b>48,780</b>	<b>62,042</b>
<b>Non-current Liabilities</b>		
Borrowings	–	–
Other financial liabilities	–	–
Provisions	68,896	53,862
Other	–	–
<b>Total Non-current Liabilities</b>	<b>68,896</b>	<b>53,862</b>
<b>Total Liabilities</b>	<b>117,676</b>	<b>115,904</b>
<b>Net Assets</b>	<b>1,425,073</b>	<b>534,172</b>
<b>Equity</b>		
Reserves	–	–
Retained surplus	1,425,073	534,172
<b>Total Equity</b>	<b>1,425,073</b>	<b>534,172</b>

Table of cash movement for designated purposes for the year ended 30<sup>th</sup> June 2010

	Cash available at beginning of year 1 July 2009	Cash raised during year	Cash disbursed during year	Cash available at end of year 30 June 2010
Public Fund	87	3,000	2,569	518
Project Support – All Offices	422	885,896	867,776	18,542
Fiji: Governing Water	182,671	414,076	457,349	139,398
Fiji: European Community – Regional	102	71,340	71,113	329
Cambodia: Asian Development Bank and European Community	151,167	620,007	685,595	85,579
Cambodia: Domestic NGO Services	307	–	–	307
New Zealand (1) River Care	43,632	–	43,632	–
Maldives: Asian Development Bank	31,225	295,473	171,544	155,154
Maldives: UNICEF	180	–	180	–
Northern Territory Projects	–	86,001	82,599	3,402
Papua New Guinea: Asian Development Bank	14	230,596	153,236	77,374
Papua New Guinea: EU Human Rights	–	195,003	78,408	116,595
AusAID – WASH	–	504,351	1	504,350
Regional: Education for Sustainable Development	78	572,468	567,161	5,385
Indonesia/PNG: The Myer Foundation	–	114,218	–	114,218
Vanuatu: Greengrants	82	–	82	–
Vanuatu	–	5,962	–	5,962
UNICEF Eritrea	–	520,075	519,313	762
Solomon Islands: East Rennell	290	26,965	27,217	38
Solomon Islands: MacArthur Foundation	190	24,513	24,698	5
Solomon Islands: Imaging Tomorrow	18,320	–	18,320	–
Solomon Islands: EU HR Local	–	130,955	2,509	128,446
Solomon Islands: HR Regional	–	15,542	5,172	10,370
Solomon Islands: East Rennell - EU	39,756	–	37,992	1,764
Solomon Islands: EU Media Centre	61,030	61,972	76,055	46,947
Solomon Islands: Community Capacity SINPA	956	436,674	415,867	21,763
Viet Nam	–	33,693	24,680	9,013
Live & Learn Environmental Education	–	392,653	390,332	2,321
General Reserve	78	150,471	150,531	18
Cash on Hand	1,064	986	–	2,050
	531,651	5,792,890	4,873,931	1,450,610



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**INDEPENDENT AUDIT REPORT TO THE MEMBERS OF  
LIVE & LEARN ENVIRONMENTAL EDUCATION INC.**

**Report on the Financial Report**

We have audited the accompanying summarised financial report of Live & Learn Environmental Education Inc. which comprises the summary balance sheet as at 30 June 2010 and the summary income statement, statement of changes in members' funds and table of cash movements for designated purposes for the year ended on that date. We expressed an unmodified auditor's opinion on that financial report in our auditor's report dated 20 October 2010.

**Board of Trustees' Responsibility for the Financial Report**

The board of trustees of the association are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the Associations Incorporation Act 1981 (Victoria).

**Auditor's Responsibility**

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

**Auditor's Opinion**

In our opinion, the information reported in the summarised financial report is consistent, in all material respects, with the financial report from which it was derived. For a better understanding of the scope of our audit, this auditor's report should be read in conjunction with our audit report on the financial report.

Hayes Knight Audit Pty Ltd  
Melbourne

G. S. Parker  
Director

Dated this 20 day of October 2010

**Statement of changes in equity for year ending  
30<sup>th</sup> June 2010**

	Retained earnings	Reserves	Total
	\$	\$	\$
<b>Balance 1 July 09</b>	534,172	–	534,172
Excess of revenue over expenses	890,901		890,901
Amount transferred (to) from reserves	–	–	–
<b>Balance 30 June 10</b>	1,425,073	–	1,425,073

**Notes**

- Note 1: Tsunami reporting. Live & Learn Environmental Education has never received funding for the Asian Tsunami.
- Note 2: The financial reports supplied to ACFID have been derived from the audited annual accounts, of Live & Learn Environmental Education as set out in the annual report for year ending 30 June 2010.
- Note 3: The financial report is prepared in accordance with the Australian Council for International Development Code of Conduct for Financial Reporting format.
- Note 4: A copy of the full financial report is available upon request by emailing livelearn@livelearn.org or telephoning 03 9650 1291.

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

- a) The financial statements and notes as set out on pages 28 to 30, are in accordance with the Associations Incorporation Act 1981 and:
- i. Comply with Australian Accounting Standards: and
- ii. give a true and fair view of the financial position as at 30th June 2010 and of the performance for the year ended on the date of the association:
- b) in the Board of Trustees opinion there are reasonable grounds to believe that the association will be able to pay its debts as and when they become due and payable.

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

Christian Nielsen  
Executive Director

Dated October 2010

David Hayes  
Trustee



# Board of Trustees

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

**Christian Nielsen**  
**Australia & Executive Director**

Christian has an extensive background in education management and research in developing countries with both government and non-government organisations. Christian has a practical background in learning methodologies and has applied these skills in the NGO environment across the South Pacific and in Australia.

**David Hayes**  
**Australia**

David is a Chartered Accountant and the Chief Executive Officer of Assisi Aid Projects Inc. which shares a valuable partnership with Live & Learn. He has an extensive involvement over 20 years with community based social development programs originally as Treasurer and Board member with Assisi and more recently as Chief Executive Officer. Based on his considerable experience in the public and private sector, he brings to the table

professional and management skills necessary to achieve mutual learning, capacity and relationship development in Australia and in countries benefiting from Live & Learn programmes.

**Jai Prakash Narayan**  
**Fiji**

Jai is an active member of the Labasa community as a teacher and a Vice Chairman of the Fiji Teachers Union Labasa Branch. Jai brings a wealth of grass-roots knowledge about the teaching culture in Melanesia.

**Franco Rodi**  
**Solomon Islands**

Rodi is from Vella Lavella in the Western Province of the Solomon Islands. He is currently the Director of the Curriculum Development Centre in Honiara where he oversees the management and development of the Solomon Islands' school curriculum. Rodi holds a Masters Degree in Science and has more than ten years' experience in curriculum development in the Solomon Islands. He is a strong advocate for environmental education locally and regionally.

**Morgan Wairiu**  
**Solomon Islands**

Morgan studied at the Ohio State University where his research of soil and water quality in the Solomon Islands earned him his Phd in Soil Science. He has longstanding involvement in peace education and reconciliation, including advising Marau leaders in the implementation of the Marau Peace Plan.

**Edward N. Molou**  
**Vanuatu**

Edward has worked in the Supreme Court in Vanuatu in civil and criminal law. He has also provided legal advice to landowners regarding logging agreements.



Live & Learn Environmental Education is a signatory to the Australian Council for International Development (ACFID) Code of Conduct which defines minimum standards of governance, management and accountability for non-government development organisations. Adherence to the Code is monitored by an independent Code of Conduct Committee elected from the NGO community. Our 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)

# Partners

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Live & Learn wishes to acknowledge and thank our development and government partners who provide both financial and technical support to Live & Learn staff and projects. By working together we are achieving our goal of a sustainable future for all.

## Development Partners

Appropriate Technology Projects, Asian Development Bank (ADB), Assisi Inc. Aid Projects, Australian Agency for International Development (AusAID), Australian Volunteers International (AVI), British Council, British Embassy, Buddhism for Development Cambodia (BFD), Cambodian Red Cross (CRC), Canada Fund, CARE International, Centre d'Etude et de Développement Agricole Cambodgien - (CEDAC), Club of Cambodian Journalists, Coconut Crab Taskforce, Vanuatu, Community Capacities for Development, Cambodia, Cooperation Committee for Cambodia, Department of Environment, Water, Heritage & Arts - Australia (DEWHA), Engineers Without Borders (EWB), European Union (EU), Finland Embassy, Flemish Association for Development Cooperation and Technical Assistance (VVOB), Food and Agriculture Organisation (FAO), Green Generation Network, Viet Nam, Hargy Oil Palm Ltd, Papua New Guinea, International Labour Organization (ILO), International Union for Conservation of Nature (IUCN), International Women's Development Agency (IWDA), Japan International Cooperation Agency (JICA), Jari Foundation, Lombok, Learning Institute, Mahonia Na Dari, Papua New Guinea, Mekong River Commission, Viet Nam, Mlup Baitong, Cambodia, New Britain Palm Oil Ltd, Papua New Guinea, New Zealand's International Aid and Development Agency (NZAID), NGO Forum on Cambodia, Osmose, Cambodia, Oxfam, Pacific Islands Applied Geoscience Commission (SOPAC), Pact Cambodia, Protect the Earth, Protect Yourself (PEPY), Cambodia, PNG Democratic Governance Transition

Program, PNG Sustainable Development Program, Papua New Guinea, Ponlok Khmer, Cambodia, RDI Cambodia, Research and Conservation Foundation (RCF), Rosa Stiftung Luxembourg, Rufford Small Grants Foundation, UK, Save Cambodia Wildlife, Science and Technology Innovations for the Base of The Pyramid in Southeast Asia (IBOP ASIA), Soneva Resort, Republic of Maldives, The International Fund for Agricultural Development (IFAD), The Myer Foundation, The Nature Conservancy, The Nature Conservancy, Solomon Islands (TNC SI), UNDP (United Nations Development Programme), United Nations Children's Fund (UNICEF), United Nations Development programme (UNDP), United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Volunteers (UNV), Vanuatu Association of Non-Governmental Organisations (VANGO), Vanuatu Eli Jaelhud Asosiesen, Vanuatu Reef Check Organization, Vodafone ATH Foundation, Fiji, Wan Smol Bag Theatre, Vanuatu, West New Britain Community Development Forum, Papua New Guinea, Wet Tropic Management Authority - Australia (WTMA), The Wheeler Foundation, Wildlife Alliance (WA), Cambodia, Wildlife Conservation Society (WCS), Cambodia, World Health Organization (WHO), World Wide Fund For Nature (WWF).

## Government partners

**Cambodia:** Ministry of Agriculture, Forestry and Fisheries, Ministry of Education, Youth and Sports, Ministry of Environment, Ministry of Interior, Ministry of Rural Development, Ministry of Women Affairs. **Fiji:** Ministry of Education, Ministry of Health, Department of Environment, Ministry of Provincial Development, National Disaster Management Office, Ministry of Agriculture, Fiji Islands Bureau of Statistics. **Maldives:** Centre for Open Learning, Environment Protection Agency, Ministry of Fisheries and Agriculture, Ministry of Housing and Environment. **Papua New Guinea:** Bougainville Autonomous Region Division of Education, Department of Education, Department of Environment and Conservation, East New Britain Division of Education, National Forest Authority, National

Research Institute, Office of Climate Change and Development, West New Britain Division of Education, West New Britain Health Division, West New Britain Provincial Government and Provincial Administration. **Solomon Islands:** Ministry of Education and Human Resource Development, Ministry of Environment Conservation Metrology, Ministry of Forestry, Ministry of Tourism and Culture, Ministry of Women Youth and Children's Affairs. **Vanuatu:** Department of Education, Department of Environment and Conservation, Department of Fisheries, Department of Forests, Department of Health, Vanuatu Meteorological Services. **Viet Nam:** Centre for Environmental Training and Communication (under the Viet Nam Environment Administration).

## Volunteers

Live & Learn is very grateful to the many volunteers that have provided a wealth of knowledge and support to Live & Learn offices throughout the world.

Thank you all.

**Cambodia:** Michael Brown (EWB), Judy Hagen (EWB). **PNG:** Robert Hyndman (AVI), Paul Lewthwaite (VSA). **Solomon Islands:** Kasia Gabrys Heywood (AVI), Mike Heywood (AVI). **Vanuatu:** Emma Peppler (AYAD), Geoff Robinson (AVI), Sophie Scott (AVI). **Viet Nam:** Nhu Viet Huong Vu (AYAD), Natasha Prados (Mahatma Gandhi Fellow, University of North Carolina Chapel Hill).

*"This has been a wonderful opportunity to gain hands-on experience in community development. This project epitomizes how we can reduce poverty with sustainable environmental practices. Through their passion and dedication, Live & Learn is creating a better Earth for us all."* – Natasha Prados, Mahatma Gandhi Fellow, University of North Carolina.



# LIVE & LEARN

Environmental Education

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## Australia

International Office  
Executive Director: Christian Nielsen  
Ross House, 4th Floor  
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## Northern Territory

Manager, Climate Change & Indigenous  
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Change in practices  
in how decisions are  
made within communities

Increase in inclusive  
community  
natural resource  
management  
(groups, resources, networks,  
strengths mobilized to change)

Increase in environmentally  
sustainable livelihoods practices  
(more local conservation efforts,  
more sustainable agriculture,  
alternative livelihoods)

Communities working  
together towards more  
inclusive and environmentally  
sustainable futures  
-Tugeda tube fo tomoro

Changes in  
knowledge, attitudes  
+ perceptions (how we  
see things).

Increase in awareness  
(natural resources,  
environment, cash + alternate  
livelihoods, womens status  
and decision making)

