

**Ba Futuru's**  
**Annual Report**  
**2006**



***Building Capacities for Peace and Child  
Protection in Timor-Leste***

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## ***LIST OF ACRONYMS***

CAVR	Commission for Reception, Truth and Reconciliation
CRS	Catholic Relief Services
DSS	Division of Social Services
IDP	Internally Displaced Person
JSMP	Judicial System Monitoring Program
KBH	Knua Buka Hatene
MTRC	Ministry of Labor and Community Reinsertion
NGO	Non Governmental Organization
PRADET	Program for Psychosocial Recovery in East Timor
TAHRE	Transformative Arts and Human Rights Education
UNDP	United Nations Development Program
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children’s Fund
VIDA	Volunteering for International Development from Australia

## **OUR MISSION & GOALS**

**Vision** -- To build a culture of peace and non-violence by providing people with the skills and knowledge to create a positive future. This is reflected in the name "Ba Futuru" which means "For the Future".

**Mission** -- To promote opportunities for conflict affected, vulnerable and at-risk children and youth to build conflict resolution and human rights skills and to provide avenues for artistic self-expression helping them to the regain a sense of confidence in the future; while at the same time providing those who care for children and community leaders with the knowledge and capacity to better support the children in their communities.

### **Goals -- BUILDING CAPACITIES FOR PEACE & CHILD PROTECTION**

Ba Futuru's goals are:

- 1) To equip young people with the skills to create a positive and peaceful future for themselves, their families and their communities by developing their capacity through human rights education and interactive activities about conflict resolution and non-violence.
- 2) To provide disadvantaged children and youth with enhanced awareness of the importance of respecting the rights of others and to protect themselves from violence, while offering them opportunities for education and self-expression that can help them to overcome the negative affects of conflict.
- 3) To provide those caring for children and community leaders with the knowledge and skills for child protection – including workshops to increase understanding of child developmental needs, human rights, child rights and conflict resolution as well as positive discipline strategies and understanding of the negative impacts of physical discipline.

# REPORTS

## Co-Founder, International Advisor and Program Manager Report

It is a great pleasure to report that this last year has seen Ba Futuru blossom, making significant strides forward in providing thousands of Timorese with enhanced coping mechanisms and conflict resolution strategies for building peace. This has been a difficult year for us in Timor-Leste, with the social unrest and re-emergence of conflict, but our ability to achieve so much under these circumstances attests to the strength and relevance of Ba Futuru and amazing dedication of our staff, trainers, interns and volunteers.

**During 2006, Ba Futuru enhanced the well being of more than 9,000 thousand disadvantaged children and youth across Timor-Leste by bringing them educational programming about human rights, rights of the child and conflict resolution.** Our beneficiary numbers this year were far above what we had predicted at the outset of the year, bringing the total number of beneficiaries since our founding up to more than 10,000.

This year the psychosocial workshops of the TAHRE (Transformative Arts and Human Rights Education) program reached three orphanages, more than a hundred schools, a dozen community centers and ten refugee camps in Baucau, Bobonaro and Dili Districts. At the same time, Ba Futuru as an organization has seen tremendous growth in size and capacity for sustainability; for example the number of staff has more than doubled to meet the expanding need for psychosocial support for children and youth. In addition, our local staff have been offered a plenitude of opportunities for personal and professional growth, with internal and external trainings and seminars on the English language, computer skills, financial management, conflict analysis, child psychology, advocacy, and democracy, as well as participation in an online course about human-rights based programming.

Our focus has stayed fairly consistent, although we've added two new training modules, while our target beneficiaries have changed somewhat. Now, instead of working primarily in orphanages, we have shifted our work to various cohorts of disadvantaged children and youth including those who were displaced due to the recent unrest. Our initial **Transformative Arts and Human Rights Education** curriculum, which focuses on conflict resolution and human rights education, using artistic methods for self-expression to help process the negative impacts of conflict, has remained extremely relevant and continues to be well received by participants. In addition, this year we have developed a **Positive Discipline** training to combat the prevalence of the use of physical and violent punishment, and we have adapted and developed the **Journey of Life** training (initially developed by REPSSI in Myanmar) to use with communities to develop local strategies for child protection.

This year old partnerships have been strengthened and many new partnerships have been formed, allowing for Ba Futuru's significant strides forward. In 2005 we worked closely with **Belun** to provide us start-up assistance with our first grants received; now our relationship has matured. Thanks to funding from the **Global Fund for Children**, Ba Futuru has been able to improve its capacity for stability and

organizational development through Belun's provision of strategic planning workshops. In addition, new partners like **Austcare** and the **Department of Education Bobonaro** have allowed us to provide training of trainers for primary school teachers in every primary school in Bobonaro District, bringing peace education via the TAHRE curriculum to more than 5,000 primary school children.

Partnerships with **UNHCR**, **UNICEF**, **Timor-Leste's Division of Social Services** and **Concern** were instrumental in our **At-Risk Children's Project** reaching refugee and returnee communities in Dili and Baucau. In addition, our support from **Prime Minister Jose Ramos Horta** and our work with **Edge-ucate.org** has allowed for the development of a youth center in Dili to provide real opportunities for alternatives to violence.

I am indebted and inspired that during 2006, our first full year as a funded NGO, we overcame various challenges and were able to provide assistance for so many people living in difficult circumstances, while at the same time developing the capacity of our organization from a small cocoon into a beautiful butterfly. You have made this possible.

Thank you!

Sierra James  
Co-Founder, International Advisor and Program Manager

### **Co-Founder & Board President's Report**

I am extremely proud to report on Ba Futuru's many successes for 2006, and grateful to the dedicated individuals and organizations who, through their hard work and belief in our vision, have made these possible.

When Sierra and I founded Ba Futuru in 2004, our sole thought was for how we might assist in alleviating the psychosocial impacts of violent conflict in children's lives and help them to create a better future. Timor-Leste was a relatively peaceful place and, despite the terror of 1999, the air was still charged with the excitement of independence and all the freedoms it promised. It is amazing, given our humble beginnings, to look back and realize how far Ba Futuru has come. It is also heart breaking, in the midst of the current civil unrest, to see the extent to which our psychosocial recovery, peace building, conflict resolution and human rights awareness activities continue to be relevant.

As an organization, Ba Futuru has grown in strength, capacity, experience and maturity. Originally used only in orphanages, the **Transformative Arts and Human Rights Education** curriculum has been adapted for use in schools and Internally Displaced Persons (IDP) camps, and is now supplemented by initiatives to prevent violence against and improve protection of children in the broader community. Thanks to our staff's persistence and passion, the strengthening of stakeholder partnerships, and increased government and donor support, children's rights and children's voices are now well and truly on the national agenda.

In Australia, a small team of volunteers and interns continues to buoy Ba Futuru's activities from afar. It has been a tremendous year, with the establishment of student internship programs with the **University of Melbourne** and the **Royal Melbourne Institute of TAFE**, and a

partnership with **AusAid** to host volunteers for international development. A stunning 2007 Ba Futuru calendar is now gracing many a wall in homes and offices across Melbourne, as are beautiful framed pieces of children's artwork. Cooperative relationships have also been set up with local Melbourne high schools and businesses, including **Neighbourhood Energy** – a scheme that allows electricity subscribers to have a percentage of their monthly bill donated to Ba Futuru.

Timor-Leste faces challenging times ahead, as it struggles to break long entrenched cycles of social violence and establish a culture of peace. Yet as President Xanana Gusmao proclaimed: *"Peace must arise from peoples' behaviour and it can only be established in a society when it thrives in the conscience of each individual as a treasure to be protected and cherished."*<sup>1</sup> Ba Futuru has made, and continues to make, a tremendous contribution to the realisation of this goal.

What follows in this report is a catalogue of Ba Futuru's achievements for 2006. Organizationally it was a pivotal year of progress and consolidation. Program-wise, we have reached a phenomenal landmark – **10,000 of Timor Leste's children and young people have now participated in Ba Futuru's peace-building activities.** Reading their statements, the changes they cite and their hopes for the future, I cannot help but feel both moved and excited.

Thank you to everyone who has been a part of this incredible journey: to our local staff and trainers, interns and volunteers, partners and donors, family and friends; and especially to Joana dos Santos Camoes and Sierra James, whose tireless efforts continue to inspire.

Danielle Leilani Ujvari  
Co-Founder & Board President

## **Director & National Program Manager's Report**

Dear Friends,

Previously I worked in Baucau with children in orphanages for 3 years and then with street children in Dili for another two years. One day while the children were playing excitedly, a Salisian Sister came up to me and whispered, "Joana, you hear all that noise?" I said, "Yes, children's noises!" She said, "That is the Salisian Music." As I recall this event in my work with Ba Futuru, I realize that for me also, indeed, children's noises do make beautiful music.

Ba Futuru is an NGO established by Sierra James and Danielle Ujvari in 2004. It began actively working with an office and staff in 2005. I helped the staff as they designed a curriculum for human rights and conflict resolution, which became the basis for the TAHRE Program. I became the Director of this NGO in 2006.

I am proud of Ba Futuru's work to transform the culture of violence affecting children's lives into a culture of peace by providing much needed conflict resolution and human rights education, and giving children and

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<sup>1</sup> Acceptance Speech by His Excellency President Kay Rala Xanana Gusmão, on the occasion of the presentation of the 2003 Path To Peace Award, New York, 12 June 2003.

youth the opportunity to enjoy themselves. Thousands of children have already received benefit from the TAHRE program, especially in Dili, Baucau and Bobonaro Districts.

Moreover, Ba Futuru works with adults to better understand the developmental needs of children and to teach positive discipline strategies. Even though the government of East Timor has signed the Convention on the Rights of the Child and national law does not allow for violations against children, teachers and parents do not even realize that beating children is a violation against children. The reality in Timor-Leste is that most parents and teachers beat children instead of explaining to them the reasons they should not do something. The common belief is that by beating the children they will learn something. Therefore, Ba Futuru's work to combat the use of violence against children by explaining the negative effects of physical punishment and providing alternative discipline strategies, is instrumental for building a culture of peace in Timor-Leste.

As the newest nation in the world, the children in Timor-Leste are considered the future of the nation. On behalf of the Ba Futuru staff and the people of Timor-Leste, I want to express my deepest gratitude to all of the donors and other supporters, both individuals and organizations, for working together to help Timorese children to grow healthy. This will be the basis for developing a positive future for our country.

Joana dos Santos Camoes  
Director & National Program Manager



## CONTEXT

Timor-Leste's debut on 20 May, 2002 as a sovereign member of the international community was the culmination of a long struggle for independence. Four centuries of Portuguese colonization, Japanese occupation during World War II and 24 years of brutal Indonesian annexation resulted in sustained and systematic devastation. As a consequence of the immense loss of life through extrajudicial killings, torture and disappearances in combination with the highest birthrate per capita in the world, Timor-Leste has an extremely young population: over half are under 15 years and more than two-thirds are under 25. One in five citizens is under 5 years of age.<sup>2</sup>

While the effects of conflict and poverty impact the population as a whole, young people, because of their vulnerability and dependence, are disproportionately affected. With the high level of ongoing civil unrest, children and youth can significantly benefit from spaces and opportunities that provide interactive therapeutic methods of learning and skill building activities in areas such as conflict resolution. This will contribute to a safer and more positive future for Timor-Leste, making post-conflict reconstruction more effective and sustainable in the long term.

In 2002 UNICEF estimated that a full 78% of households in Timor-Leste had experienced the loss of at least one family member during the 24 years of Indonesian occupation and the violence of the 1999 referendum<sup>3</sup>. In addition to losing family members during the occupation and the post-referendum backlash, many children today are witnessing day to violence in the streets including people being brutally murdered and houses being looted and burnt.

The violence and anxiety experienced by children during armed conflict can have both short- and long-term effects on their mental health, quality of life and subsequent behaviour as adults.<sup>4</sup> In a nation such as Timor-Leste, intervention is crucial. Yet despite the overwhelming statistics and the obvious need, there are few programs in Timor-Leste which specifically address the harms suffered by children.

Only five years after independence, Timor-Leste remains the poorest countries in Asia and is experiencing severe civil and political unrest since late April of 2006 (see Appendix 1 – Human Development Indicators). Some of the causes of the current conflict are unmet expectations, frustrations due to inequality in wealth, property disputes, unemployment and the extremely high population of young people. The increased tensions have caused widespread anxiety and distress. This has created an immediate and dire need to enhance individual and community coping mechanisms, as well as provide psychosocial interventions for children and youth in order to build peace, help them to process their experiences, create a sense of normalcy and recovery, and promote child protection in difficult circumstances.

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<sup>2</sup> United Nations Development Program, *Timor-Leste Human Development Report 2006: The Path Out of Poverty*, Timor-Leste, 2006.

<sup>3</sup> United Nations International Children's Fund (UNICEF-SO) *Speaking Out! - Voices of Children and Youth in East Timor*, Timor-Leste, 2002.

<sup>4</sup> Machel, Graca, *The impact of armed conflict on children*, U.N. Doc A/51/306, 26 August 1996

The current sense of youth disempowerment must be combated and young people must be assisted in gaining essential life-navigation skills that are required to foster a world, and a nation, where extreme poverty is thwarted and peace and security are assured. Ba Futuru's programming channels the vibrancy and passion of Timorese children and youth into positive and constructive channels, which is a crucial step towards creating peace.

## **STRATEGIES**

### **Psychosocial Approach**

Psychological healing of children in difficult circumstances is essential as young people are the social capital upon which a community's future depends. A psychosocial approach looks at the relationship between the psychological and the social and explores the aspects of the psychological and the social that continually influence each other.

By using a psychosocial approach Ba Futuru attempts to help support the individual children in their process of coping with difficult circumstances as well as develop healthy social relationships that are conducive to building community support for the healthy minds and bodies of children. Our programming aims to help children come to terms with potentially damaging feelings (such as fear, anxiety, loss, anger, etc) and provide them with opportunities to learn how to express these feelings in positive and constructive ways (through painting, drawing, open discussions, role-plays, etc).

Ba Futuru's TAHRE program aims to empower children to take an active role in determining the path of their lives. The knowledge and language of self worth that is provided through the curriculum from the TAHRE Guide fosters children's ability to create peace in their lives and in their communities. The various activities within the TAHRE curriculum aim to help children to better cope with their feelings, with the scope gradually moving outward from the internal mind of the child to focus on the relationships with those around them.

The implementation of the TAHRE curriculum with adults, as well as the newer Positive Discipline and Journey of Life trainings seek to build the capacity of the community at large to provide better support for the children by through trainings on non-violent discipline as well as child rights, human rights and conflict resolution. The scope of this component starts at the outer community level and moves inwards.

### **Art as a Means of Transformation**

Artistic expression is useful tool for children and adults who have difficulty discussing their feelings or experiences in words. Moreover, creative techniques provide an avenue for children to express negative emotions, such as anger, pain, and fear in more positive ways.

The curriculum in the TAHRE Guide uses creative therapeutic techniques as they are often a more accessible and less threatening means of exploring issues than verbal mediums. Self-expression through the drawing, painting, music and movement activities provided during the

implementation of the TAHRE curriculum helps to provide emotional catharsis and also impart skills and values that can guide children who are living in difficult circumstances with positive models of behavior.

### **Human Rights Education**

Knowledge of human rights is essential to child empowerment; however a UNICEF survey revealed that only 50 per cent of children in Timor-Leste believe that they, like adults, have human rights. The TAHRE Guide curriculum's exploration of the concepts of human worth and dignity help children develop the skills, knowledge and attitudes to empower them to create a culture of peace. This in turn impacts on their capabilities to analyze the world around them, to understand that human rights are a way to improve their lives and the lives of others, and to use human rights as the basis for resolving potential conflict.

With the aid of the Universal Declaration of Human Rights and the Convention on the Rights of the Child, discussions about how rights and their corresponding responsibilities are relevant to the children's lives leaves the participants with more encouraging visions for themselves and their futures.

After participation in the TAHRE program, Timorese children have reported possessing a greater understanding of human rights. When a child was asked what they had learned about human rights, she stated that, "Human rights are the basis of life. They are something that is very valuable; people can not take them away from us."

The dissemination of information about human rights and child rights is vital to community child protection. Those who care for children can use the knowledge of children's rights and needs to create child support strategies and as a guide for good decision-making.

### **Conflict Resolution Education**

The TAHRE program uses interactive conflict resolution activities, such as role-plays and trust exercises, to equip children and adults with the skills to build a positive and peaceful future for themselves, their families, and their communities. Participants learn how to resolve problems peacefully by developing essential conflict resolution skills.

The curriculum provided in the TAHRE Guide includes group problem-solving activities (such as linking hands and working together to 'unwind the circle'), which provide a physical, visual way of showing the benefits of a co-operative, rather than competitive, approach to problem solving. Children explore different means of conflict resolution through role-plays in which they act out common disputes and use creative, non-violent means of resolving them. By practicing their responses this way, in a supportive environment, children are able to build the confidence to make positive changes to their behavior in everyday situations.

### **Positive Discipline Education**

In a country where the use of physical discipline is extremely prevalent, the facilitation of dialogue about healthy interpersonal relationships between children and those who care for children can significantly help to protect children from all forms of violence and abuse.

In UNICEF and Plan International's 2002 joint report on Timor-Leste called "Speak Nicely To Me," it was cited that teachers use many types of violent punishment:

"Two-thirds of children (67 per cent) reported teachers beating them with a stick and almost four out of every ten children (38.7 per cent) reported teachers slapping them in the face."

The use of violent discipline by parents was also recorded:

"More than half the children (59.5 per cent) experienced being beaten with a stick by their parents."<sup>5</sup>

In order to help reduce the prevalence of violent discipline practices Ba Futuru developed a training curriculum and resource materials on positive discipline. This initiative was taken after childcare center staff in orphanages expressed a need for more information on non-violent ways to discipline children. Many people working with children reported to Ba Futuru staff that physical punishment was the only means they found effective in getting children to listen. Yet, they were learning from the TAHRE Guide, and hearing from monitoring agencies like the Division of Social Services (DSS) and UNICEF, that they should not hit children.

The manual Ba Futuru developed, "Building Peace with Children / A Guide on Non-Violent Discipline", and its corresponding training modules were first used in September of 2006 with teachers in Bobonaro District. This training covered the negative impacts of physical discipline as well as positive discipline strategies, ideas that were remarkably well-received. Teachers felt that these discussions provided important new information that they had never been exposed to before.

This type of training for adults is instrumental to stopping the cycle of violence in homes, schools and communities. Hence, positive discipline trainings have become an integral way for Ba Futuru to achieve its mission of peace building in Timor-Leste.

### **Community Capacity Development**

A recent *Edge-ucate.org* assessment shows that Timor-Leste's civil strife has eroded local community power structures and values to a critical level. "Within the context of this power vacuum a myriad youth groups and gangs have flourished becoming ubiquitous throughout the capital," reported Justin Kaliszewski, the Executive Director of *Edge-ucate.org*. Thus, one of Ba Futuru's key strategies in 2006 has been to focus our activities on working with community leaders to help strengthen community support structures for child protection.

Ba Futuru uses interactive dialogue with those who care for children in communities, community leaders, Child Protection Focal Points, Community Trainers and volunteers to strengthen local support for child protection. In doing so, the aim is to foster a more cohesive and peaceful family and community life for children and young people.

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<sup>5</sup> p.86

## **PROGRAM OVERVIEW**

### **The TAHRE program**

Since its founding in 2004, Ba Futuru has run the TAHRE program with approximately ten thousand children and hundreds of adults in Dili, Baucau, Ermera and Bobonaro districts. The primary program curriculum, the TAHRE Guide, provides workshops that help to process the negative effects of conflict and gain the necessary skills to engage in creating a positive future for themselves, their communities and their country. It also includes skill building activities about non-violent conflict resolution, human rights and child rights. A supplementary manual about non-violent discipline is also used for positive discipline training for adults. The Journey of Life manual, initially developed in Myanmar by the Regional Psychosocial Support Initiative, is also used to teach adults and community leaders about the developmental needs of children and assist the community with designing a community plan for child protection.

The TAHRE program is Ba Futuru's sole program with the following project components:

### **The At-Risk Children's Project**

Through the At-Risk Children's Project, Ba Futuru has worked in three orphanages, eight schools, twelve community centers and ten refugee camps in Dili, Baucau and on Atauro Island, providing thousands of children and youth with creative art therapy and peace-building skills. This project helps children to process the negative effects of conflict and gain the necessary skills to engage in creating a positive future for themselves, their communities and their country. As part of this project Ba Futuru also provided training for trainers for Child Protection Focal Points in camps, child caregivers in orphanages, community leaders, teachers and youth.

During 2007, Ba Futuru will expand this work to additional communities in Dili, Baucau and Bobonaro Districts in partnership with UNICEF, Save the Children Sweden, Austcare and Concern. New components will be included in the innovative supplementary Journey of Life Training that focus on providing community leaders and childcare givers with child protection skills, while helping them to build local strategies for increasing the well-being of children.

### **Peace Building in Schools Project**

During 2006, Ba Futuru worked with Austcare and the Department of Education Bobonaro to train more than 100 teachers, 6 field officers and 1 field coordinator in the use of the TAHRE Guide to provide peace education in primary schools. Teachers have also received training on positive discipline strategies and the negative effects of physical discipline. This program has engaged more than 5,000 grade 4, 5 and 6 students in the Bobonaro District this year.

### **Youth Integration and Development Initiative**

In October 2006, Ba Futuru commenced work with Edge-ucate.org (an American NGO) and the government of Timor-Leste to build youth centers in Dili as part of the *Youth Integration and Development Initiative*.

This initiative is working to create six vibrant youth centers in Dili in order to serve three key purposes:

- To actively and positively engage Timor's largest and most critical demographic, youth, by providing outlets and activities that afford them opportunities to enhance their personal and social development
- To combine training programs with personal development and self-esteem building activities to prepare youth for integration into the economy
- To create long-term peace-building mechanisms that keep Timorese youth off the street and engaged in positive activities while processing the negative impacts of conflict

These youth centers will have skill building courses as well as spaces for sports, dance, art, music, yoga and peace education. During 2007, Ba Futuru will provide peace education at each center based on the TAHRE curriculum. These youth centers will provide positive, self-esteem enhancing, educational environments in which individual independence and collective interdependence can be learned and implemented in a manner that is in cohesion with the larger development plan for Timor-Leste.

This project has been developed with ongoing consultation with the Government of Timor-Leste and has been endorsed by Timor-Leste's President and Nobel Laureate Jose Ramos Horta. By working in close and constant consultation with leadership at every level from the Prime Minister to local Chefe de Sucos (Community Leadership), local youth leaders and leaders of prominent gangs, we have been able to develop local ownership and support traditional power structures and community cohesiveness.

### **Other Initiatives**

In partnership with UNICEF, Ba Futuru recently provided a positive discipline training session for staff of KBH, a local human rights theatre-based NGO and over the next year will provide trainings for the staff of various other organizations including Austcare, Pradet and Concern. Positive Discipline trainings are particularly significant given the high rates of domestic violence in Timor-Leste.

In 2006, Ba Futuru also received special funding support from the Friends of Idlewild Stables to support the Saint Bakhita and Hope orphanages in Dili and Ermera respectively. Saint Bakhita Orphanage received food, books, pens, shoes and uniforms, to help them gear up for the new school year in September, 2006. Hope Orphanage in Gleno, Ermera

*"The country of Timor-Leste has met crisis, and in times of crisis the children are affected the most. At Saint Bakhita Orphanage we have struggled to continue to improve our lives and education. The crisis situation has impacted the prices of food and made it difficult for the children get enough food. The children from Saint Bakhita Orphanage send their appreciation for help with food, cloths, materials for school, shoes and other things. This help during the crisis time in Timor make us feel very happy inside." – children of Saint Bakhita*

received food and staffing support during months when the people who normally oversee this orphanage had evacuated Timor-Leste due to the conflict and the children were in desperate need of assistance.

Financial assistance was also received for health related supplies for children from the Global Fund for Children. These were distributed to poor children in rural Timor-Leste, where there is little access to other sources of aid.

#### **DISTRIBUTION OF HEALTH ITEMS TO CHILDREN**

*During 2006 Ba Futuru was implementing the TAHRE program with children in orphanages, refugee camps, communities and schools in Baucau District. Ba Futuru staff observed that the reality for the children in many of the more rural areas was a lack of health related items to help prevent sickness. Ba Futuru was thus very excited when the Global Fund for Children was able to provide funding for simple health and sanitation items.*

*Thinking about the children's needs, Ba Futuru worked together with the Baucau District Administrator to decide the communities that needed assistance the most. The communities chosen included Kaisidu, Vanau and Triloka. Sandals, soap, toothpaste, toothbrushes and band-aids were distributed to more than 500 children, and left over sandals were given to a community of people with leprosy.*

*As Ba Futuru had provided a lesson about health and hygiene, the children were very happy to receive these items, so that they could put into practice what they learned in the lesson. Some kids even put their new sandals on the moment they received them.*

## **VOICES OF YOUTH**

In 2006, through the At-Risk Children's Project, Ba Futuru staff and Community Trainers trained **4,200 children and youth** in Dili and Baucau. In addition, through the building peace in schools project Ba Futuru trained more than **100 teachers, 6 field officers and 1 field coordinator** to provide peace education in primary schools with more than **5,000 grade 4, 5 and 6 students** in the Bobanaro District. Ba Futuru staff also provided trainings for adults on positive discipline strategies and worked to develop the capacity of **33 youth** living in camps as **Community Trainers**. After receiving training in the implementation of the TAHRE curriculum, each Community Trainer was provided the supplies necessary to carry out this implementation with displaced children in their communities.

The families, communities and peers of participating children will continue to benefit from the impacts of the TAHRE program. Moreover, those who care for children, youth and Community Trainers, as well as other organizations, agencies and institutions working with children received skill building, useful information and support that will help them in their ongoing work, providing positive benefits for thousands of Timorese in the years to come.

In the last lesson of each series of workshops, participants are asked to do an exercise based on what they learnt. In the exercise we ask their opinion of the values we sought to develop and inquire about changes in their attitudes and behavior.

### **St. Dominica Bidau Orphanage, Dili**

Ba Futuru worked together with the Sisters of St. Dominica in Bidau to implement the TAHRE program with the children residing in their orphanage. The program began on 2 February 2006, meeting twice a week on Tuesdays and Thursdays. The program finished on 21 March 2006. Ba Futuru staff worked closely with children who could not write and read so that they could also participate. The beneficiaries of the program in the Dominican Orphanage Bidau were 23 children: 11 boys and 12 girls.

After the training, children in Bidau shared their opinions in small groups saying: "We believe that our studies about human rights and duties, rights of the children, arts, drawing, design and singing, as well as those about how to solve conflicts, will help us in our future."

A group of students including Faustino L. Da Cruz, Felicidade da C. Soares, Rezina Mota, Graciela Maria and Alcina Maria Nunes agreed: "Human rights are the things that everyone has from the time of birth and others have no right to take them from us. Also, human rights are for everyone, of all races, religions, nationalities and ages."

### **Santa Rafaela – Oedebe Bebonuk, Dili**

There were 34 young children that attended TAHRE program in Santa Rafaela – Oedebe Bebonuk: 18 boys and 16 girls. The implementation of TAHRE program for the children at Santa Rafaela-Oedebe Bebonuk started on 3 February 2006, with twice-weekly sessions. The program finished on 27 March 2006.



A significant number of the children in Bebonuk have parents from different districts. These children represent every district of Timor-Leste; some have parents from Flores and Alor as well. They are living in a mixed neighborhood which was settled along the river as families of refugees returned from West Timor in 1999. Many of these families moved into burned out abandoned houses. The village has been the scene of frequent fights and violence due the mix of people and the economic and social deprivation of these settlers; many of the adult men are illiterate and unemployed. Some women work arduously crushing rocks, others are kiosk traders and vegetable sellers.

Sister Monica from Bebonuk said that due to the TAHRE program the children have changed, with significant improvements in their behavior. Before when they would gather the young children together for activities, the children were very wild and undisciplined but now they are much more respectful of each other and to the sisters. Parents of the children in Bebonuk said that after the TAHRE program was implemented, their children can better manage their time to study, better respect each other and are more diligent in school.

Dr. Phyllis Ferguson, a Ba Futuru Advisor and Trainer, reported that the children at Bebonuk in the last four sessions were clearly very attached to the facilitators and to the program. Dr. Ferguson said: "The children made special efforts to be clean and well dressed, taking pride in their personal appearances. They were eager to participate, also showing much greater peer respect than I have witnessed in government primary schools across Timor-Leste. They responded positively to participatory activities and worked cooperatively in small groups. Due to their reported prior bad behavior and to the difficulties in the community in which they live, it was particularly heartening to observe the respect and tolerance the children have come to practice with each other through learning and sharing the TAHRE principles."

One child from Bebonuk said, "Before I liked fighting with other friends and my brothers, but now I don't want to fight any more."

Another said, "In the past I cried a lot, but I do not cry as often now."

Joana Maia, from Bebonuk said that, "when faced conflict in my daily life, I will ask what is happening or I will try to find out what the conflict is about and I will find a way to solve the conflict by not using violence but to solve the conflict by using words."

In addition to training with children, there was a separate training with 24 youth, 16 men and 8 women. These youth were part of a group that has been developed and supported by the Sisters at Santa Rafaela-Oedebe Bebonuk. The program started on 3 February 2006 and ended in late April. Implementation took place sometimes on Monday and sometimes on Wednesday and Friday depending on the schedule of the youth who often had logistical issues due to school and other lessons. These youth were taught the concepts from the TAHRE Guide and instead of being given journals were given copies of the TAHRE Guide itself so that they can later use this to implement the program with young children in their respective communities.

## **Laga & Venilale Orphanages, Baucau**

After the implementation of the TAHRE program between May and June 2006 in Laga and Venilale orphanages in Baucau, the children there reported having really enjoyed the program and its lessons, especially the drawing/painting, role plays and singing. They were also happy to learn strategies on how to solve the conflicts they face in their lives and also learned how to manage their anger, sadness and other negative emotions.

The participants believed that the program would be very helpful for them for their future in terms of developing and maintaining positive relationships with others. Julieta who is aged 15 and living in Orphanage Venilale stated in her evaluation: "These lessons have helped me to build good relationships with the others. When there is conflict, although I know it is difficult, I try hard to approach them and talk to them about the problem."

Sister Maria Letisia from Laga said: "I think this program will really help the children to have a good future. This program reinforced the sisters' education of the children, in order that together we were able to have a stronger impact. Now the children's behavior has improved. This program has also helped the children to build better relationships with each other."

At the end of the program, the children performed a talent show for the Ba Futuru staff. In the introduction they said, "We learn many things from you that are important for us but we have nothing to give in return except show our talent that we have as our gratitude." They danced, played the guitar, and sang songs.

## **Becora Refugee Camp, Dili**

In the Becora Refugee Camp youth and children also felt that they learnt a lot from the TAHRE Program. David da Costa Lay, age 19, related his experience after having participated in the TAHRE program in his IDP camp in Becora: "I learnt a lot about health care, human rights, and most importantly conflict resolution and how I can resolve my problems and also other peoples' problems. I will share this experience to the other children and my brothers and sisters. I think my behavior will change because of the information I got from TAHRE Program. I like the project about building peace, it is very important for our country (East Timor) especially in this current crisis situation. I learnt that if I have a problem, I can resolve it with peace and a cool head."

Another youth at Becora, Trinna Manuela da C.G. Coelho, age 19, reported: "I will try to improve my relationship with others based on my involvement in this program. I learnt many things talking about peace. Based on my opinion, this program will help me in every aspect related to resolving conflict with peace and non-violence, so that I can create peace in my family, my community and my country".

## **TRAINING MATERIALS**

During the implementation of the TAHRE Program various training materials are used. The children receive journals, and the youth and childcare workers receive TAHRE Guides and manuals for Building Peace with Children.

Materials that are used for the workshops included: guitars, drawing books, notebooks, pencils, crayons, colored pencils, paint, brushes, paper, chart paper, rulers, erasers, sharpeners, and TAHRE Guides.

The methods used to implement this curriculum include participatory lectures and discussions based on human rights and conflict resolution and various play activities including the use of art, physical activities, song and drama. Ba Futuru staff t-shirts were made and used in camps as well as ID badges. T-shirts and banners with peace slogans (such as, Ita Ida Deit or "We are One") were printed and distributed. Additional materials preparation included a program brochure, calendars, posters about human rights and conflict resolution as well as a postcard series.

### **Children's Journals**

Each child participant in orphanages and community centers received a journal including: blank pages for drawing and lined pages for taking notes, as well as a simplified version of the Universal Declaration of Human Rights and the Convention on the Rights of the Child in Tetum and worksheets that supplement the TAHRE Curriculum.

The children showed great enthusiasm for their journals; these are often the only book of their own they have ever had. One of the children in Bebonuk, for example, was said to have been using it daily at home for writing and drawing. His parents noted also that he had become much more diligent in his studies since his involvement in the TAHRE program.

### **TAHRE Guide**

Each adult and youth participant in orphanages, schools and community centers received a TAHRE Guide detailing facilitation suggestions (including sections on preparation, facilitation, role plays and difficult issues) and fourteen lessons for facilitating psychosocial programming with children. Lessons I & II are designed to introduce the facilitators and the students and to establish ground rules that will set up a safe environment for the children to share their experiences and ideas. These lessons include activities about cooperation and communication. Lessons III, IV and V are an introduction to human rights and the rights of the child. Lesson VI, VII and VIII are on conflict resolution, and lessons IX, X are on overcoming the negative affects of conflict. Lessons XI and XII deal with the convergence of human rights and conflict resolution. The closing lessons XIII and XIV look to the future and discuss peaceful interaction. They also include an assessment survey to gauge children's progress and review what they have learnt over the entirety of the TAHRE program.

The TAHRE Guide has been successfully used as a teaching manual as it details methodology, curriculum and implementation procedures, along with information on effective interactive artistic methods of working with children around the negative effects of conflict, human rights and conflict resolution. The TAHRE Guide has been continually revised and additional activities have been added to augment what was developed for the first

and second pilot programs. These changes and additions are based on lessons learned and feedback from staff and participants.

The curriculum also includes group problem-solving activities (such as linking hands and working together to 'unwind the circle'), providing a physical, visual way of showing the benefits of a co-operative rather than competitive approach to problem solving. Children also explore different means of conflict resolution through role plays in which they act out common disputes and alternative means of resolving them. By practicing their responses this way in a supported environment, children are able to build the confidence to make positive changes to their behavior in everyday real-life situations. Similarly, working through the Universal Declaration on Human Rights and discussing how rights and corresponding responsibilities are relevant to their lives brings new understanding to the children's visions for themselves and their future.

### **Building Peace Guide**

The Building Peace Guide is a shortened version of the TAHRE Guide that was developed for use in IDP camps where children often do not have the attention span for the more academic information provided by the TAHRE Guide. This Building Peace Guide contains 8 lessons of one hour each. These lessons are for the most part taken from the TAHRE Guide except for one which has been added about health and hygiene. This guide is designed to be adaptable for various age groups, with appropriate activities for both literate and illiterate children and youth.

### **Building Peace with Children/ A Guide on Non-Violent Discipline**

The first edition of the manual "Building Peace with Children / A Guide on Non-Violent Discipline" detailing the importance of non-violent discipline and the negative effects of physical punishment, was published by Ba Futuru in April of 2006. A second, more developed version was published in August 2006.

Ba Futuru decided that it was important to develop this manual after childcare center staff reported that they wanted more information on ways to discipline children. Childcare workers stated: "Physical punishment is the only way to get children to listen. If we should not use this, then please provide us with other ideas for effective discipline."

The Building Peace with Children manual provides ideas for non-violent strategies of working with children. It dispels common misconceptions that people have about physical punishment including: physical punishment is an effective way to manage behavior; "I got hit when I was a child and I turned out okay;" "If we don't spank children, they'll grow up rotten;" that violence is part of Timor-Leste culture; and that the Bible supports the use of physical violence. It also gives a comprehensive range of non-violent discipline strategies and explains the negative impacts of the use of physical discipline on children's mental and physical health as well on a society overall.

### **Journey of Life Manual**

Ba Futuru adapted and developed the Journey of Life manual initially created for use in Myanmar by the Regional Psychosocial Support Initiative. This manual outlines workshops that can be used with communities to develop local strategies for child protection. It can also be used to teach adults and community leaders about the developmental needs of children and assist the community with designing a community

plan for child protection. Journey of Life training provides the space for those who care for children in a community to sit down together with community leaders and travel back through their own process of growing up to access how they can better support children in their community today. It culminates with a process whereby the community develops a plan for how each member can better support and protect children in their community.

## **ORGANIZATIONAL DEVELOPMENT**

In the beginning of 2006, Ba Futuru was still a small budding organization whose programming, processes and procedures were just being shaped. In the last year, Ba Futuru has come a very long way. Both the number of beneficiaries reached and the number of trainings conducted were far beyond what had been imagined in planning for 2006. Ba Futuru is extremely appreciative of its support from partner organizations and donors, who have believed in our work and our capacity to flourish.

Ba Futuru's hybrid of national and international staff has created a beneficial capacity development environment that facilitates an exchange of skills and knowledge. This approach allows for culturally appropriate programming while maintaining the program's adherence to international standards. The majority of Timorese staff studied in the faculty of teacher training at the National University of Timor-Leste, while the international staff came in with years of NGO and relevant academic experience. Sierra James, International Advisor and Program Manager, has a Masters in International Affairs from Columbia University, where she focused on Conflict Resolution, International Law and Governance, as well as over five years for NGO project management experience. Danielle Ujavari, Board President, is a Human Rights lawyer with a Masters in International Development; she is currently writing her doctoral thesis on children's post-conflict peace education at the University of Melbourne.

The TAHRE program management is egalitarian. The entire team is incorporated in decision-making processes and program development. It is imperative for capacity development and sustainability that the Timorese staff gain experience in program and NGO management. The national staff is gradually taking over program management and will in a few years time also take over organizational management.

During the emergency situation Ba Futuru took the initiative to add seven more Timorese staff due to the increased need for psychosocial programming with children and youth. Now Ba Futuru has 16 staff all together:

- Director / Co-Program Manger
- International Advisor/ Co-Program Manager
- Finance Officer
- 4 Team Leaders
- 8 Facilitators
- International Program Advisor

The internal structure of Ba Futuru has not changed significantly, but there have been small changes in project management practices. For instance, Ba Futuru now has more team leaders to support the Timorese Director and the International Advisors with program development and oversight of implementation.

In April 2006, staff received training from Austcare on report writing, facilitation skills for working with adults and teachers and information on how to prepare a logical framework analysis. In July 2006, Lili Amaral from Catholic Relief Services (CRS) also provided a training session on issues relating to cultural identity, sharing information on how to assist people in discussing Loromono/ Lorosae discrimination and divisions.

Staff also received various human rights training sessions from Dr. Phyllis Ferguson, a human rights trainer and advisor. Through viewing the CAVR film, *Dalan ba Dame*, and a film on the reconciliation process in Passabe in Oecussi, alongside several training sessions on human rights with Dr. Ferguson, staff received a more comprehensive perspective on the context of Ba Futuru's human rights work in Timor-Leste. Topics covered the work of CAVR, the Serious Crimes Unit, the Commission of Experts, the Judicial System Monitoring Program (JSMP), the UN Human Rights Unit and the bilateral Truth and Friendship Commission, and were followed by discussions on related issues. These sessions on the recent evolution of human rights institutions and their contribution to Timor-Leste informed Ba Futuru's staff of the wider context in which the TAHRE program is implemented.

Since the end of September 2006, Ba Futuru has also had the help of a second permanent international staff member in Timor-Leste, Mandy Wimetel. She has received a contract from the Volunteering for International Development from Australia (VIDA) program, which will cover her position for the next two years. Mandy has already been a great asset to Ba Futuru providing trainings revolving around theatre and community development.

Ba Futuru staff have also received various other trainings that have helped to strengthen capacity over 2006: advocacy and conflict resolution training from Concern, conflict resolution training from Bibi Bulak (a dynamic theatre group that works for public education), English courses when possible from both volunteer and paid international staff and a short training on child psychology. The UNDP also sponsored the Director, Joana dos Santos Camoes, to follow a human rights based programming course provided online by Human Rights Education Associates.

As noted above, in the last year two new substantive programming components have taken shape – one is the Positive Discipline training and its corresponding manual. Sierra James, International Advisor and Joana dos Santos Camoes, Director worked together with short-term interns - Melissa Appleton, Anne Gregora and Jess Van Der Merwe - to develop the guide for non-violent discipline. This was subsequently developed into training modules by Melissa Appleton, which was then later built upon and revised by Ba Futuru facilitators with the help of Mandy Wimetel in regard to the augmentation of "play back theatre" techniques.

The second component is the Journey of Life training that is currently being piloted in both Dili and Baucau. The Journey of Life manual, developed in Myanmar, was translated, designed and tailored to the context of Timor-Leste. Ba Futuru staff were all integral to this work but in particular the hard work of Bety Chan and Joana dos Santos Camoes made the translation and layout of the manual possible. Following this, the International Advisor worked closely with the staff in Dili, while the Timorese Director, Joana, worked closely with the staff in Baucau, to build staff skills for the implementation of the Journey of Life training.

During the last year Ba Futuru also took the initiative to strengthen its financial and administration systems. Aminah Nor Alam voluntarily provided trainings on finances, how to build a new payment voucher and petty cash system and the development of a bank statement acquittal process. Ba Futuru has also improved its internal administrative processes, including an improved filing system, minute-taking, and better monitoring

and report writing, with feedback from Belun, UNICEF Concern and UNHCR.



## **CONSTRAINTS**

The main constraint faced during this implementation period was the social unrest, conflict and fear in Dili and the surrounding areas. For the majority of the implementation period, Ba Futuru staff were able continued their work unhindered by the situation. However, a high degree of flexibility was required as the security situation and the needs of both staff and children residing in IDP camps dictated. One of our teams was based in Baucau, working there, instead of in Dili as initially planned. This was due to the fact that some of the staff from the Eastern part of Timor-Leste did not have access to suitably safe housing in Dili.

Another constraint to the successful implementation of the TAHRE program is the continuing lack of referral pathways for children with mental health needs in Timor-Leste. Psychosocial programming, which is what the TAHRE program provides, is sufficient to address experiences during conflict for the majority of an affected population; however a minority of people are more seriously affected and thus require individualized mental health care. TAHRE staff have been trained in psychosocial programming but they are not counselors with the ability to provide this type of care. Therefore children with greater mental health needs have to be referred to agencies specializing in mental health treatment. Ba Futuru has begun making referrals to Pradet (Program for Psychosocial Recovery and Development in East Timor) to assist children that are experiencing severe mental health issues but sometimes there is not enough assistance available.

Another constraint is logistical. As Ba Futuru currently lacks a vehicle, it is difficult for Ba Futuru to implement programming outside of Dili. This lack of mobility is incredibly limiting when one considers the fact that many of the children requiring assistance reside in, or have been displaced to, locations in rural areas. Ba Futuru is currently attempting to secure the donation of a vehicle so as to extend the reach of the TAHRE program and to provide services to those children who are potentially most in need.

Full support for the Ba Futuru's continued work in 2007 is not yet secured. Additional financial support is being sought from individuals, government agencies and foundations (please below on how to make a donation to Ba Futuru).

## **PARTNERS & SUPPORTERS**

Ba Futuru has been able to find such astounding success in bringing peace education to thousands of people in such a short time due to its amazing partners and supporters both in Timor-Leste and overseas. Our donors, partner organizations and financial and in-kind supporters have been instrumental in making our work possible. In addition, Ba Futuru could not do what it does without its exceptional Board of Advisors, volunteers, interns, trainers and staff – in particular we would like to thank the following:

### **Donors**

Ba Futuru has received funding from various individual donors as well as Austcare, the Australian Embassy, Belun, the British Embassy, Caritas Australia, Concern, Friends of Idlewild Stables, Global Fund for Children, the Government of Timor-Leste, New Zealand Aid, the Proteus Fund, Save the Children Sweden, UNESCO, UNHCR and UNICEF. Ba Futuru received in-kind donations from Alola Foundation, Animals as Natural Therapy, the British Embassy, CARE International, Columbia University's Wheatherhead East Asian Institute, the Korean Embassy, Neighborhood Energy, Oaktree Foundation, Math 'N' Stuff, Melanie Grey, Santos, S & S Designs, UNDP, UNHCR, UNICEF, UNOTIL and VIDA.

### **Partners**

Ba Futuru's main implementation partners in 2006 were Austcare, A World Institute for Sustainable Humanity, Belun, Concern, Edge-ucate.org and UNICEF. Ba Futuru also collaborated with Timor-Leste's Department of Education – Bobonaro District, the Department of Labour and Solidarity's Division of Social Services, the Prime Minister's Office as well as the Prime Minister's Office of Human Rights and Good Governance. Peace Jam also involved Ba Futuru in a documentary for the BBC on the work of Nobel laureates. We also worked with other organizations including Action Aisa, Arte Moris, Bibi Bulak, Catholic Relief Services, the Child Protection Working Group, KBH, the NGO Forum, Peace and Democracy Foundation, Pradet and Uma Juventude and well as a plenitude of schools and orphanages across Timor-Leste.

### **Special Individual Supporters**

The following individuals have all gone beyond expectation in their tremendous support for Ba Futuru: Timor-Leste's Prime Minister Jose Ramos Horta; Manuel Gomes de Araujo Superintendent Department of Education, Bobonaro; Sr. Luis Aparicio Guterres, District Administrator Baucau; Francis Mora former International Advisor to Prime Minister Mari Alkatiri on Good Governance and Human Rights; Katharina Zehle former Operations Manager, Austcare; Tina Redshaw, former British Ambassador; Ruth Nuttall, New Zealand Ambassador, Sean Borrell, designer; Dr. Phyllis Ferguson, Oxford Professor and fundraiser; Penny Jones, Australian Embassy; Marie Meinert, Save the Children Sweden; Michael Karp, President and Chief Executive Officer A W.I.S.H; Australian Embassy; Clare Danby, Country Director Concern; Justin Kaliszewski, Executive Director *Edge-ucate.org*; Amy Doyle, UNICEF Consultant; Jose Sousa-Santos, Executive Director Uma Juventude; Pankaj Rayamajhi, Site Coordinator *Edge-ucate.org*, John Grimes, philanthropist and Dr. Violeta Schubert, School of Anthropology, Geography and Environmental Studies (SAGES) at the University of Melbourne.

**Local Volunteers, Trainers & Translators** – Elisabeth de Andrade, Helio Roberto Reis, Hugo Immanuel Garcia, Jonatas Maria dos Reis Madeira, Julmira Pintu, Kanisius Elu , Lili Amaral, Marcelino Pintu and Sister Nina Cancio.

**Local Community Trainers** – Agostinho do Carmo, Augusto Borges, Augusto P. do Carmo, Alfredo Ribeiro Isaac, Alianca M. de Carvalho, Ana G. da Silva, Baltazar de C., Calistro da Silva, Carlito da Silva, David da Costa Lay, David Ugu, David X. Cireneu, Dircia de J. Faria S., Dulce de Oliveira, Durvalina de Jesus F. S., Fernanda, Fernanda de Araujo Guterres, Filomena M. S., Joao dos Santos Leo, Jose da Conceicao P., Jose Pereira, Madalena Tavares, Mateus da Silva A., Norberta Lopes, Octaviana S. de Carvalho, Paulino Fernandes, Raimundo, Regina Amaral, Rita P. Soares, Sofia Etaviana Texeira, Triana Coelho, Umbelina Amaral and Umbelina das N. Guterres.

**Local Field Officers & Field Coordinator Bobonaro** – Filemeno Do Carmo De Fatimo, Antoninho Tilman, Avelinino Afonso, Elias Da Cruz, Graciela Do Rosario, Rainaldo Pereira and Venya Veronica Maia Caeiro.

**International Volunteers, Interns & Trainers** – Aminah Nor Alam, Amrita Chandra, Andrea May, Anne Gregora, Caz Garvey, Chrystine Hanley, Colleen Coy, Jenna Simone Ruda, Jess Van Der Merwe, Maggie McKeand, Matthias James, Megan Lavelle, Melissa Appleton, Melissa Wingard-Phillips, Dr. Phyllis Ferguson, Simeon Coates, Sonja Wingard, Tanya Massy and Thi Thu Huong Nguyen.

**Board of Advisors** – Danielle Leilani Ujvari, Brian Hanley, Lisa Beyl, Jess Van Der Merwe, Simeon Coates and Katharina Zehle (arranged in order of involvement).

**Staff**

Sierra James, Joana dos Santos Camoes, Juliana Marcal "Lica", Emilia Savio, Jacintia Florensa Ximenes, Dina de Jesus Branco, Vidal Campos Magno, Elisabeth Chan "Bety", Cristovao de Jesus, Leopoldina Magno da Santos "Aboto", Rosa Martins "Lulu", Yohanes Bouk "John", Helio Lopes, Patia Periera, Judit Maria de Sousa, Elisabeth de Andrade, Marcelino Pintu, Julmira Pintu, Amanda Wimetal "Mandy" and Anna Elivera Belo "Effi" (arranged in order of employment).

## **THE FUTURE**

The increased understanding of conflict resolution and human rights by children, youth, child caregivers, community leaders and Community Trainers will allow the benefits of the TAHRE program to carry far into the future. Breaking the cycle of violence by changing people's attitudes towards physical discipline and the use of violence, as well as by helping people to overcome negative affects of conflict, will also help to consolidate a culture of peace.

In addition, the capacity development of Ba Futuru staff due to experience and trainings received will have positive impacts for them, their families and those who learn from them. Their knowledge of peace building, conflict resolution, human rights activities and facilitation skills will continue to inform their lives and work. Ba Futuru as an organization is also becoming increasingly more sustainable and will likely last long past the involvement of the initial founders.

During 2007 Ba Futuru is widening its impact. TAHRE program implementation will be expanded to communities in each sub-district of Bobonaro as well as continued in additional communities in Dili, Baucau and Lospalos through the At-Risk Children's project. Ba Futuru is also constructively engaging youth in Dili in the *Youth Integration and Development Initiative* in partnership with Edge-ucate.org and the government of Timor-Leste.

The TAHRE program provides critical momentum toward the peace, reconciliation and nation-building process by fostering a positive attitude toward human rights in Timorese children and through building local capacity for conflict prevention. This is a step toward the implementation of the international human rights instruments that Timor-Leste has signed (including the International Covenant on Civil and Political Rights, the Convention on the Rights of the Child and the Convention on the Elimination of all forms of Discrimination Against Women).

By facilitating healing among children affected by the conflict, raising knowledge of international human rights and their relevance in day-to-day living and by encouraging creative expression and co-operation, Ba Futuru will help to break the cycle of violence in Timor-Leste and contribute to a strong, democratic and human rights based society.

### **HOW YOU CAN HELP**

Despite the dedication of Ba Futuru's local and international staff members, the ability of the organization to continue to meet the significant demand for program delivery and training as well as respond to emerging service gaps, is hampered by current funding being both short term and limited in scope. Ba Futuru is seeking longer term funding to apply towards running costs and building staff capacity and organizational sustainability, which many donors do not fund given the traditional focus on funding for program implementation. In addition, the funding would allow for various international advisers to be invited to continue to build staff knowledge and skills.

Since 2004, Ba Futuru has reached a significant number of children and childcare workers through the TAHRE program, and has established

important relationships with local orphanages, schools, community human rights workers and the Timor-Leste government. It is considered essential to focus on building capacity and consolidating staff knowledge at this point in order for the organization to maintain its ability to implement successful programs and, crucially, to become sustainable going forward.

**DONATE**

Donate via paypal on Ba Futuru's website at [www.bafuturu.org](http://www.bafuturu.org)

**TIMOR-LESTE**

at ANZ Dili PO BOX 264, Dili Timor-Leste, Account name: Ba Futuru,  
Account number: 1011109014030, Swift ANZBTLDI, BSB 018950

**AUSTRALIA**

at the Commonwealth Bank of Australia, Account name: Ba Futuru,  
Account number: 1035 1941, BSB: 063 123

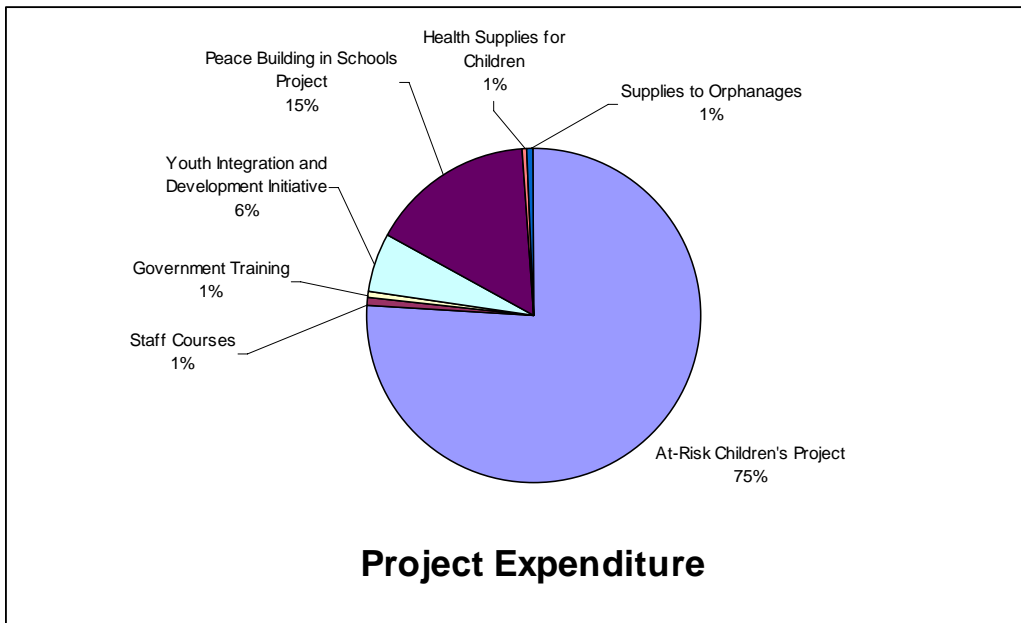
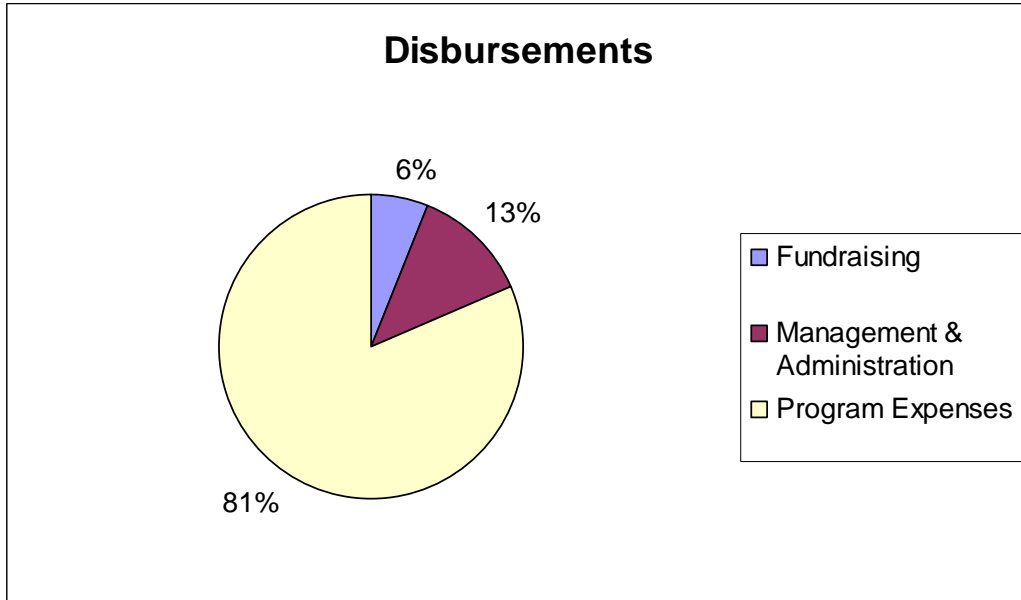
**UNITED STATES**

A new partnership with A World Institute for Sustainable Humanity has allowed Ba Futuru to receive funding in the United States as a non-profit organization, so that Americans can claim tax deductions on their donations to Ba Futuru.

Send a check with "For Ba Futuru" in the memo line to:

A W.I.S.H.  
P.O. Box 2568  
Bellingham, WA 98227-2568  
USA

# ANNUAL FINANCIAL STATEMENTS



<b>Ba Futuru's Annual Revenues</b>		
<b>Transformative Arts and Human Rights Education Program</b>		
<b>Project / Activity</b>	<b>Donor</b>	<b>Amount</b>
<b>Peace Building in Schools Project</b>		
	Austcare	28,169.20
<b>At-Risk Children's Project</b>		
	NZ Aid	20,824.00
	Belun	1,605.00
	Concern	10,000.00
	Caritas	5,404.00
	British Embassy	24,549.00
	UNICEF	9,991.95
	GFC	7,000.00
	UNHCR	53,737.93
<b>Youth Integration and Development Initiative</b>		
	Proteus Fund	10,000.00
<b>Government Trainings</b>		
	UNESCO	921.00
<b>Human Rights Course</b>		
	UNDP	678.00
<b>Unrestricted</b>		
	Individuals	3,584.75
	T-Shirt & Calendar Sales	492.00
<b>Total Annual Income</b>		<b>176,956.83</b>

\*New Zealand provided funds for a year starting in Feb of 2006, so for 2006 we included a portion of the funds while the remaining ~US \$4,165 was used in 2007.

<b>Ba Futuru's Annual Project Expenditure</b>	
<b>Project</b>	<b>Amount</b>
Peace Building in Schools Project	28,169.20
At-Risk Children's Project	135,188.63
Youth Integration and Development Initiative	10,000.00
Government Training	921.00
Human Rights Course	678.00
Health Supplies for Children	1,000.00
Supplies to orphanages	1,000.00
<b>Total Annual Income</b>	<b>176,956.83</b>

## **APPENDIX 1 SOCIOECONOMIC STATISTICS – TIMOR LESTE<sup>6</sup>**

### **Demographic trends**

	<b>1993</b>	<b>1996</b>	<b>1999</b>	<b>2001</b>	<b>2004</b>	<b>%change 2001-04</b>	
Total population	810,680	843,560	815,600	790,000	923,198	16.9	
Sex ratio		1.03	1.03	1.02	1.04	2.0	
Population structure							
Age 0-4 (as % of total pop)		18.0	16.2	16.8	16.4	-2.4	
Under age 15 (as % of total pop)		43.5	41.1	45.3	43.2	-4.6	
Ages 15-64 (as % of total pop)		54.8	57	51.9	51.1	-1.5	
Ages 65 and above (as % of total pop)		1.7	1.9	2.8	5.7	103.7	
Dependency ratio		82	75	93	96	3.3	
Total fertility rate (live births per woman)		5.1	3.7	7.6	7.0	-7.9	
Children ever born to women aged 15-19		4.8	4.5	4.2	4.9	-6.7	
Child-woman ratio		69.3	66.0	77.7	69.6	17.7	
Average household size (number of persons)		4.9	4.7	5.1	4.7	- 7.8	

### **Longevity and health status**

	<b>1996</b>	<b>1999</b>	<b>2001</b>	<b>2004</b>	<b>%change 1999-01</b>	
Life expectancy at birth (years)	53.9	56.0	57.4	55.5	6.5	
Probability at birth of not surviving						
Age 40 (% of total pop)	41.1	35.6	32.2	27.3	-21.7	
Age 60 (% of total pop)	93.8	83.2	76.6	67.6	-18.3	
Infant mortality rate (per 1,000 live births)	100	86	80	90	-19.8	
Child mortality rate (per 1,000 live births)	67	57	50	46	-25.4	
Under 5 mortality rate (per 1,000 live births)	184	159	144	136	-21.5	
Morbidity rate, monthly (%)	21	18	13	15	-38.1	
Visit rate modern health facilities/personnel (%)	13	14	24	30	84.6	

<sup>6</sup> United Nations Development Programme (*Timor-Lest Human Development Report 2006: The Path Out of Poverty.*, Timor-Leste, 2006).



## Education status

	1999	2001	2004	Average annual rate of change (%) 2001-04	Average % poi 199-2004
Adult literacy rate, total (as % of age 15 and over)	40.6	43.0	50.1	5.2	1.6
Female	33.9	42.8	43.9	0.8	1.7
Male	49.9	3.1	56.3	9.3	1.1
Urban areas	80.4	62.5			
Rural areas	36.6	34.1			
Gross enrolment ratio, total (%)	59.1	56.1	66.0	5.6	1.2
Female	57.9	60.3	63.6	1.8	1.0
Male	62.1	50.1	68.3	10.9	1.0
Urban areas	63.2	58.4			
Rural areas	54.3	55.1			
Net enrolment ratio, total (%)	45.6	41.2	46.3	4.0	0.1
Female	42.7	38.4	44.	4.6	0.2
Male	48.5	44.9	48.6	2.7	0.0
Urban areas	49.1	47.5			
Rural areas	40.2	38.1			
Primary enrolment ratio (%)					
Gross	94.4	111.6	115.6	1.2	3.5
Net	74.2	76.2	78.3	0.9	0.7
Lower secondary enrolment ratio (%)					
Gross	63.9	62.4	59.4	-1.6	-0.8
Net	36.3	33.1	37.6	4.3	0.2
Upper secondary enrolment ratio (%)					
Gross	37.2	27.0	46.5	19.9	1.6
Net	20.4	17.6	19.9	4.2	-0.1
Tertiary enrolment ratio (%)					
Gross	5.1	3.9	6.6	19.2	0.3
Net	3.8	2.8	2.9	1.2	-0.2
Mean years of schooling	3.8	3.5	4.1	5.4	0.1
Female	2.9	3.2	3.4	2.0	0.1
Male	4.5	4.5	4.9	2.9	0.1

## Economic indicators

	1999	2000	2001	2002	2003
GDP at current market prices, total (million \$)	270	316	368	343	336
GDP at constant 2000 market prices, total (million \$)	278	316	369	344	323
Real GDP growth (%change)	-35	13.7	16.5	-6.7	-6.2
GDP per capita (current \$)	331	406	466	413	383
GDP per capita (PPP \$)	1054	885	967	871	775
Inflation rate	140	3	0	10	4

## ***Human Development Index Ranking (2004)***

The HDI for Timor-Leste is 0.512, which gives Timor-Leste a rank of 142nd out of 177 countries with data (Table 1).

<b>HDI value</b>	<b>Life expectancy at birth (years)</b>	<b>Adult literacy rate (% ages 15 and older)</b>	<b>Combined primary and tertiary gross ratio (</b>
1. Norway (0.965)	1. Japan (82.2)	1. Georgia (100.0)	1. Australia
140. Congo (0.520)	135. Gambia (56.1)	108. Sudan (60.9)	91. Costa Ri
141. Sudan (0.516)	136. Senegal (56.0)	109. Burundi (59.3)	92. Iran, Islamic
<b>142. Timor-Leste (0.512)</b>	<b>137. Timor-Leste (56.0)</b>	<b>110. Timor-Leste (58.6)</b>	<b>93. Timor-Le</b>
143. Madagascar (0.509)	138. Papua New Guinea (55.7)	111. Ghana (57.9)	94. Hondur:
144. Cameroon (0.506)	139. Madagascar (55.6)	112. Papua New Guinea (57.3)	95. Tajikist:
177. Niger (0.311)	177. Swaziland (31.3)	128. Mali (19.0)	172. Niger

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