

## **Transformative Arts & Human Rights Education Program**



**Ba Futuru's  
Annual Report  
2007**

# TABLE OF CONTENTS

<b>I. EXECUTIVE SUMMARY .....</b>	<b>5</b>
A. HISTORY AND MISSION .....	5
B. TRANSFORMATIVE ARTS AND HUMAN RIGHTS EDUCATION PROGRAM .....	5
<b>II. TAHRE PROGRAM OVERVIEW .....</b>	<b>6</b>
A. CONTEXT .....	6
B. RATIONALE .....	7
1. <i>Psychosocial Approach</i> .....	7
2. <i>Art as a Means of Transformation</i> .....	7
3. <i>Human Rights Education</i> .....	8
4. <i>Conflict Resolution Education</i> .....	8
5. <i>Community Capacity Development</i> .....	9
C. PARTICIPATION AND BENEFICIARIES .....	9
D. SUCCESS OF TAHRE PROGRAMMING .....	9
E. 2007 HIGHLIGHTS .....	10
<b>III. TAHRE PROGRAM TRAINING ACTIVITIES .....</b>	<b>11</b>
A. TRAINING SUMMARY .....	11
B. PEACE CAMP .....	12
C. NGO SERVICE PROVIDERS .....	12
D. COMMUNITY LEADERS .....	12
E. BECORA PRISON .....	13
F. PSYCHOSOCIAL COUNSELING .....	14
G. COMMUNITY EXAMPLE: DALAN KLOT BECORA .....	15
H. TRANSFORMING LIVES IN BAUCAU .....	16
I. SEROJA YOUTH CENTER IN DILI .....	17
<b>IV. TRAINING MATERIALS .....</b>	<b>18</b>
A. TAHRE GUIDE FOR USE WITH CHILDREN .....	19
B. TAHRE GUIDE FOR USE WITH YOUTH AND ADULTS .....	19
C. POSITIVE DISCIPLINE MANUAL .....	20
D. JOURNEY OF LIFE MANUAL .....	21
<b>V. BA FUTURU AS AN ORGANIZATION .....</b>	<b>21</b>
A. DONORS AND PARTNERS .....	21
B. BOARD MEMBERS .....	23
C. MANAGEMENT COMMITTEE AND STAFF .....	23
D. ORGANIZATIONAL DEVELOPMENT .....	23
<b>VI. CONSTRAINTS .....</b>	<b>25</b>
<b>VII. BUDGET AND EXPENDITURE .....</b>	<b>26</b>
<b>VIII. FOLLOW-UP AND SUSTAINABILITY .....</b>	<b>27</b>
<b>IX. CONCLUSION .....</b>	<b>27</b>
<b>X. REFERENCES .....</b>	<b>29</b>
<b>XI. APPENDIX I: TRAININGS IN DILI AND MANU FAHI DISTRICTS .....</b>	<b>30</b>
<b>XII. APPENDIX II: TRAININGS IN BAUCAU .....</b>	<b>32</b>

## LIST OF ACRONYMS

BBH	Baucau Buka Hatene
CAVR	Commission for Reception, Truth and Reconciliation
CIC	Children in Crisis
CRS	Catholic Relief Services
DNRS	National Division of Social Reinsertion
IDP	Internally Displaced Person
IMM	Ida Mos Manu Fahi
JSMP	Judicial System Monitoring Program
KBH	Knua Buka Hatene
MTRC	Ministry of Labor and Community Reinsertion
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

Ba Futuru would like to give a special thank you to the writers of this report: Sierra James, Emily Stallman and Danielle Ujvari with help from the various teams of Ba Futuru facilitators and training participants.

## **Letter from the President of the Board**

Dear Friends,

Ba Futuru is blessed with an amazing team of staff, who work incredibly hard to restore trust, confidence and hope to Timorese children and youth whose lives have been characterized by violence and instability. They are dedicated to realizing Ba Futuru's vision of a peaceful and prosperous future for East Timor.

But passion alone is not enough – program implementation costs money. Funds are required for staff salaries, children's journals and art supplies, human rights, peace building and conflict transformation materials, and child protection manuals. Reaching children and their carers in isolated communities in order to deliver psychosocial support, peace and human rights education, conflict transformation skills and child protection training requires funding to get out there. Building the capacity of our local staff so that Ba Futuru can become a truly locally managed organisation requires international counterparts to facilitate skills transfer in everything from writing funding applications to conducting program development.

Many donors are happy to cover the "sexy" line items of Ba Futuru's budget – workshops with children, for example – but not the associated costs: office rent and utilities, international support staff, vehicles to reach the most isolated communities. Ba Futuru is a not-for-profit charitable organization that delivers its child protection and psychosocial support programs free of charge. To continue these important activities, our local staff need an office to work out of, electricity to power lights and computers, and capacity-building support. Ba Futuru needs long-term funding so that implementing programs can be made a priority, not worrying about where the next round of funds will come from. The biggest challenge facing Ba Futuru today is securing these funds.

As Co-Founder of Ba Futuru and Director of the Board, my focus in 2007 was on doing just that. A corporate donation drive resulted in Ba Futuru receiving a dozen laptops from Santos Pty Ltd and a grant from the Lonely Planet Foundation. Vidal Magno Campos, one of Ba Futuru's dynamic Timorese team leaders, arrived from Dili on a semester-long scholarship at Victoria University, and together we pounded the streets.

In November 2007 we held an exhibition of artwork by Timorese Children in Melbourne, Australia. The purpose of the exhibition, hosted by Ishka World Crafts, was to raise both awareness and funds to support Ba Futuru's work. Vidal shared his experiences as a program facilitator about the life-changing benefits of Ba Futuru's programs and some wonderful volunteers and interns made the evening a tremendous success.

The value of Ba Futuru's programs and the need for their continued implementation with Timorese young people are beyond doubt. The purpose of this Annual Report is not to simply outline Ba Futuru's achievements and thank the donors, staff, volunteers, interns and supporters who have made this possible, but it is also to inspire and challenge you, whomever you may be, to help us do more.

If you can please help us either by contributing funds for helping us to raise funds or by contribute your knowledge and skills directly please do so. With your help, Ba Futuru can support young people by providing their carers with training in child rights and child protection and strategies and can bring peace education and psychosocial support to Timor's children. It's that simple: when you support Ba Futuru, you help transform lives.

Thank you,

Danielle Leilani Ujvari  
29 January 2008

## **I. EXECUTIVE SUMMARY**

### **A. History and Mission**

Ba Futuru is a non-profit development organization established in Timor-Leste in 2004. The vision of Ba Futuru is to transform a culture of mistrust and violence into one of peace and self-directed growth by motivating the people of Timor-Leste to engage in creating a positive future for themselves, their families and their communities. This vision is reflected in the name "Ba Futuru," which in Tetun means "For the Future." Ba Futuru's mission is to develop the skills, values, knowledge and well-being of conflict-affected, vulnerable and at-risk children and young people as well as those who care for them.

Ba Futuru works to impart conflict-mitigation skills to youth and community leaders, and also implements programming focused on psychosocial activities for mutual learning, capacity development, artistic self-expression and child rights. As explained by Save the Children, psychosocial activities draw on the dynamic relationship between psychological and social effects, each continuously interacting with and influencing the other.<sup>1</sup> A sensitivity to this relationship present in the programming of Ba Futuru has been integral to its success.

### **B. Transformative Arts and Human Rights Education Program**

Ba Futuru's Transformative Arts and Human Rights Education (TAHRE) Program was born in 2004 with the goal of building the capacity of Timorese to create and sustain peace in Timor-Leste. TAHRE teaches participants to respect the rights of others and protect themselves from violence. Additionally, it develops in those entrusted with the responsibility of caring for children the skills necessary for effective child protection.

The TAHRE Program curriculum promotes conflict resolution and coping skills through the use of psychosocial activities involving art, music, and games. Interactive role-playing and trust-building exercises serve to equip participants in IDP camps, orphanages, childcare centers, schools, high-conflict areas and poverty-stricken rural areas with the skills needed to create a positive and peaceful future in Timor-Leste. Trainings using the Ba Futuru-produced *Positive Discipline Manual* have provided child-caretakers with specific information about how to resolve problems peacefully and with respect for child rights.



#### **Children in workshops, Baucau**

In 2007, the TAHRE program assisted thousands of children in various community centers, schools and internally displaced persons (IDP) camps in Dili, Bobonaro Baucau Districts. The project also has provided training to community leaders in Manu Fahi District.

---

<sup>1</sup> "Guiding Principles," available: <http://www.savethechildren.org.uk>.

## **II. TAHRE PROGRAM OVERVIEW**

### **A. Context**

Timor-Leste's debut as a sovereign member of the international community on 20 May 2002 was the culmination of a long struggle for independence. Four centuries of Portuguese colonization and Japanese occupation during World War II (where more than 40,000 people died in just three years) which was followed by 24 years of brutal Indonesian occupation. 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 of its citizens are under 15 years of age and more than two-thirds of the population are under 25. One in five citizens is under 5 years of age.<sup>2</sup>



**Becora Prison Workshops**

While conflict and poverty have affected the population as a whole, young people, due to their vulnerability and dependence, are disproportionately affected. Continually confronted with high levels of ongoing civil unrest, children and youth can benefit substantially from spaces and opportunities that provide interactive therapeutic methods of learning and skill-building activities. Providing these opportunities, as Ba Futuru strives to do, amounts to a major contribution to a safer, more hopeful future for Timor-Leste, and makes post-conflict reconstruction more effective and sustainable for the next generation.

In 2002 UNICEF estimated that a full 78 per cent 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 the trauma of losing family members, many children today witness violence in the streets, including people being brutally murdered and houses being looted and burned, on a daily basis.

The violence and anxiety experienced by children during armed conflict has both short-term 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 six years after independence, Timor-Leste remains the poorest countries in the world.<sup>5</sup> Currently, the nation is experiencing severe civil and political unrest owing to a crisis that began in April 2006. More than 150,000 people fled from their homes in the initial months of the crisis and an alarming number of them are still living in IDP camps. Some of the causes of the current conflict are unmet expectations, frustrations due to inequality in wealth, property disputes, high unemployment levels and the extremely

<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.

<sup>5</sup> The IMP ranks Timor-Leste as 173 out of all its 181 members.

high population of young people, the majority of whom have not received adequate primary or secondary education. The increased tensions have caused widespread anxiety and distress, creating an immediate and dire need to enhance individual and community coping mechanisms. Children and youth also need psychosocial interventions in order to help them process their experiences, create a sense of normalcy and recovery, and promote child protection in difficult circumstances.

The current sense of disempowerment must be combated and young people must be assisted in gaining essential life-navigation skills. Such skills are required to foster a nation, and indeed a world, where extreme poverty is thwarted while peace and security are assured. To this end, Ba Futuru is working in cooperation with UNICEF and the Child Protection Working Group to improve child protection in IDP camps and across Timor-Leste for some of the most at-risk children. Moreover, Ba Futuru's programming channels the vibrancy and passion of Timorese children and youth into constructive activities and goals, a crucial step toward a lasting peace.

## **B. Rationale**

The TAHRE Program works with children, youth, Child Protection Focal Points, parents, youth and community leaders, such as Chefe Sucos (village leaders) and Chefe Aldeias (larger community leaders), to build and strengthen community-based child protection. The strategies used to attain this goal are detailing in the following section.

### *1. Psychosocial Approach*

Psychological healing of children in difficult circumstances is essential in Timor-Leste, as young people are the social capital upon which the new nation's future depends. The At-Risk Children's Project aims to empower children to take an active role in determining the path of their lives. The knowledge and language of self-worth that are provided through the curriculum of the *TAHRE Guide*, which is detailed in the Training Materials section, foster children's ability to create peace in their lives and communities.

As previously explained, the psychosocial approach examines the relationship between psychological and social effects as they continually influence each other. By taking a psychosocial approach, the TAHRE Program helps children in several ways, both at community and individual levels. First, it supports individual children in their process of coping with specific difficult circumstances currently impacting their lives. Second, it encourages the beneficial social relationships that are conducive to building community support for the healthy minds and bodies of children. Additionally, it helps children come to terms with their feelings, which often include fear, anxiety, loss and anger, by encouraging them and giving them a safe place in which to express their feelings through painting, drawing, having open discussions and doing role-playing activities. Finally, through workshops focusing on the internal mind of children, it shows participants that they can move forward past the pain and trauma they have suffered, giving them hope for their individual and collective futures.

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

The *TAHRE Guide* curriculum employs creative therapeutic techniques because they are often a more accessible and less threatening means of exploring difficult issues than verbal mediums. Artistic expression becomes a useful tool for children and adults who may have difficulty putting their feelings or experiences into words. Moreover, creative techniques provide an avenue for children to express negative emotions, such as anger, pain, and fear, in constructive ways, rather than continuing a cycle of violence. The drawing, painting, music and movement activities not only facilitate emotional catharses

for children but also uphold positive models of behavior to guide children living in difficult circumstances.

### 3. Human Rights Education

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 children's lives leave TAHRE Program participants with more encouraging visions of themselves and their futures.

A UNICEF survey revealed the disturbing fact that only 50 per cent of children in Timor-Leste believe that they, like adults, have human rights.<sup>6</sup> The *TAHRE Guide* curriculum explores the concepts of human worth and dignity, demonstrating how respect for human rights improves people's lives. As children become empowered to create a culture of peace, they also gain a greater capacity to analyze the world around them and use human rights as the basis for resolving conflicts.

After participating in TAHRE program trainings, children report possessing a greater understanding of human rights. When one child was asked what she learned about human rights, she stated, "Human rights are the basis of life. They are something that are very valuable; people can not take them away from us."

The dissemination of information about human rights and child rights is vital to community-based child protection. Those who care for children can utilize what they have learned about the rights and needs of children both in the creation of child-support strategies and as a guide for good decision-making.

### 4. Conflict Resolution Education



The TAHRE Program uses interactive activities, such as role-playing and trust-building exercises, to teach children and adults how to resolve problems peacefully.

After participating in the program, one child stated, "Now I know that when there is a conflict we must ask what the root of the problem is. This will help us to create peace; violence can not solve our problems."

The *TAHRE Guide* curriculum includes group problem-solving activities that physically and visually demonstrate the benefits of cooperating with others to solve a given problem. In one such activity, children form a tight circle and link their hands together randomly. Without breaking the circle, they must communicate and work together to untangle themselves. Another way children learn effective conflict-resolution strategies is through the use of role-playing activities. Under the direction of Ba Futuru

staff, the children act out common disputes and think of creative, non-violent ways of resolving them. By practicing their responses this way in a supportive environment, children are able to build the confidence they need to improve their daily behavior.

<sup>6</sup> UNICEF: "Speaking Out! - Voices of children and youth in East Timor, 2000, p.4.



## *5. Community Capacity Development*

Each community has people whose role it is to look after children. It is essential that these individuals are equipped with conflict-resolution skills and have an understanding of children's needs and rights.

The TAHRE Program provides child caretakers with the opportunity to enroll in a training-for-trainers course in the TAHRE curriculum. Upon completion of the course, they become "Community Trainers" and take on the important responsibility of carrying child protection messages and activities to other members of their communities. This capacity development actively supports ongoing peace-building work at the community level, creating a ripple effect of education and skill development.

The TAHRE Program also strengthens local support for child protection by creating an interactive dialogue with those who care for children in communities, Child Protection Focal Points, Community Trainers and volunteers. In doing so, this project works to foster more cohesive and peaceful family and community life.

## **C. Participation and Beneficiaries**

Between January and December 2007, Ba Futuru directly impacted the lives of thousands of East Timorese through the TAHRE program. Specifically, 2,332 children, 1,725 youth, 202 adult community representatives, 43 teachers, 55 community leaders, 72 NGO staff and numerous community trainers and government representatives participated. Additionally, more than one thousand primary school children and hundreds of community representatives have participated in Ba Futuru's joint program in with Austcare in Bobonaro District from January 2006 to the present.

Over the last three years, the TAHRE program has brought educational opportunities and skill development to more than 15,000 children and youth through a series of workshops on conflict resolution, human rights and peace education.

Through these workshops thousands of young people have been equipped with the skills they need to create a positive and peaceful future. Human rights education and interactive activities dealing with conflict resolution and non-violence have imparted an enhanced awareness of the importance of respecting the rights of others. The participants now feel empowered to protect themselves from violence and prevent violence within their immediate spheres of influence. Additionally, the educational and artistic opportunities the TAHRE program has provided have helped them to overcome the negative affects of conflict.

## **D. Success of TAHRE programming**

Ba Futuru continually has found success in its implementation of the TAHRE program and the TAHRE Program, evidenced by participant evaluations showing that those involved have grown and learned valuable skills. Moreover, participants continually ask Ba Futuru to bring the same programs to communities with which they are linked. Ba Futuru staff members are enthusiastic about their work because participants have responded very well to Ba Futuru's programming.

The children and youth with whom Ba Futuru has worked have shown exceptional appreciation for the time Ba Futuru staff have spent sharing new ideas and activities with them. When asked during the last lesson of each workshop what they have learned and how they feel about the values their teachers have sought to develop, the participants have responded very positively. Francisco da Costa Guterres, an 11-year-old resident of the Bombeiros IDP camp, said:

By these lessons I learned about managing rumors, conflict resolution, human rights, trauma, theatre, peace, etc. These lessons have value for me. The lessons I really liked the best were the ones about peace. I think the material I learned through this program really helps me in my daily life.

As a testament to the effectiveness of Ba Futuru's programming, IDP camp managers and camp caretakers repeatedly have reported positive changes in children's behavior due to the implementation of the TAHRE program.

However, it is not only children, youth and IDP caretakers who have been influenced by the TAHRE program. Hundreds of teachers, parents, community leaders and community trainers now have knowledge about effective child protection, non-violent forms of discipline and conflict resolution. TAHRE-led workshops on non-violent discipline and the negative impacts of physical discipline, as well as on human rights, child rights and conflict resolution, have built the capacity of communities to provide better support for children.

Specifically, thousands of at-risk children and youth have:

- Enhanced their conflict resolution and peace building skills;
- Processed loss and grief through physical and artistic activities;
- Engaged in psychosocial activities for coping with and overcoming their experiences of violent conflict;
- Practiced problem-solving in groups;
- Gained an understanding of the language of human rights and self-worth; and
- Learned to better respect the rights of others.

Furthermore, hundreds of teachers, community leaders, youth and other child caregivers have:

- Learned the negative short-term and long-term impacts of physical discipline and violence;
- Been equipped with positive disciplinary strategies;
- Learned participatory education techniques;
- Developed plans for enhanced child protection in their communities;
- Learned how to better respect the rights of children; and
- Developed mediation and conflict-resolution skills.

## **E. 2007 Highlights**

Throughout 2007, Ba Futuru experienced many successes and reached several important goals. The highlights of the year are detailed below.

- More than 4,000 conflict-affected children and youth took part in TAHRE program workshops, participating in meaningful psychosocial activities and acquiring conflict-resolution and peace-building skills through their experiences of art, music, role-playing exercises and other activities such as sports and English classes.
- Thousands of additional children in grades 4 and 5 in primary schools in Bobonaro District received peace education workshops from teachers trained by Ba Futuru in 2006.
- Peace education programming was implemented in 12 IDP camps, in the Becora Prison with youth under 18 years of age, in three schools in Dili and over 30 in Bobonaro, and in more than 30 additional communities in Dili and Baucau.
- Ba Futuru undertook capacity development, empowerment and child protection trainings for 43 teachers, 55 community leaders, 72 NGO staff, government workers

and community trainers working in the social services sector, and 202 community representatives.

- Development of the Seroja Youth Center in a high-conflict area in Comoro, Dili, as provided a safe location for hundreds of children and youth to gain skills while processing the negative affects of conflict.
- Providing job skills to youth and parents enabling them to successfully find employment.
- Successfully brought peace building skills to at-risk children and youth, including those that have committed serious crimes.
- Trauma specialists provided external training in order to develop a psychosocial counseling component of Ba Futuru's services.
- Publicity campaigns, newspaper and journal articles, and community events, such as local art exhibitions and Yoga for Peace, have expanded public awareness of Ba Futuru's work.
- A variety of internal and external staff trainings strengthened the skills of Ba Futuru staff and resulted in strides forward in terms of organizational development.
- Thousands of children gained access to educational materials through Ba Futuru's distribution of Global Fund for Children books to orphanages, schools, IDP camps, libraries and community centers in Dili and Baucau.

### **III. TAHRE Program Training Activities**

#### **A. Training Summary**

The At-Risk Children's Project was a dynamic part of the TAHRE Program, running from Sept of 2006 to December of 2007. From September to December 2006, the first phase of the At-Risk Children's Project, Ba Futuru staff focused on teaching the *TAHRE Guide* curriculum to children and youth in Dili and Baucau Districts, mainly those living in IDP camps, and training Community Trainers to teach the *TAHRE Guide* curriculum to children in additional IDP camps and communities. They also prepared materials for future program implementation, a process that involved overseeing the design and printing of calendars, posters and a postcard series. Continuing in the same vein, the project entered a second phase in January 2007, with workshops and trainings again being held primarily in Dili and Baucau Districts.

During the last year, Ba Futuru has developed its standard training package further to include the *Journey of Life* manual and the *Positive Discipline Manual*, in addition to the more general *TAHRE Guide* curriculum. Teaching based upon this curriculum has been delivered to children, youth, parents and community leaders in Dili, Baucau, Bobonaro and Same Districts. Workshops for children and youth also included psychosocial activities such as sports, singing, dancing, drama, drawing, painting and the creation of support groups for peers. Workshops for teachers and caregivers focused on reasons to stop the use of violence as discipline and education on child protection issues. Specific locations and participant statistics for these trainings are detailed in the appendix. One team of Ba Futuru staff operates in Baucau and two or three teams work in Dili, depending on the month and staff allocation based upon training needs.



**English Class at the Seroja Center**

In 2008 these TAHRE trainings will continue under two new projects termed the Psychosocial Peace Building Support Project. Although the trainings will be similar in nature to those carried out in the At-Risk Children's Project, Ba Futuru decided to change the name of the project as we are now focusing a large part of our programming on work with community leaders and youth. Between October 2007 and January 2008, Ba Futuru engaged with the UNICEF external evaluation process and received an internal program evaluation in December 2007. Based on these evaluation processes, various alterations to the program have been incorporated into the project design for 2008.

## **B. Peace Camp**

During the first week of May, Ba Futuru staff worked together with Belun ba Dame, National University of Timor-Leste (UNTL) Faculty of Social & Political Affairs and the American Friends Service Committee to plan a five-day peace camp. This training, attended by 44 youth from various parts of Dili, was supported by the American Friends Service Committee and took place on Ata'oro Island. Lulu Martins, an engaging Ba Futuru Facilitator, and an international conflict resolution trainer from Action Asia provided specific information and training about how to best manage conflict. After the training, participants applied what they had learned in an attempt to reduce conflict in their respective communities.

## **C. NGO Service Providers**

In 2007 Ba Futuru also held many trainings for international and national NGO staff, including those from Austcare, Concern, Center for Democracy in Action (CDA), Fokupers, Ida Mos Manu Fahi (IMM, a local organization in Same), Children in Crisis, Baucau Buka Hatene (BBH), Hapoti, Fraterna, Prospek, Matak, Redi Feto, Denore Foundation, Permatil, FONGTIL/NGO Forum, SDMC, Kedalak Sulimutuk Institute (KSI) and Belun ba Dame. These trainings primarily focused on the use of the *TAHRE Guide* and included extensive information on human rights, child rights, conflict resolution, civic education and child protection. Ba Futuru's training enhanced the participants' knowledge of human rights and conflict-resolution strategies, thereby helping them to implement quality peace-building initiatives.

## **D. Community Leaders**

Ba Futuru has begun a new element of programming that is focused on community leaders, especially Chefe Sucos (head of an area including various villages), Chefe Aldeias (head of village), and Lia Nians (traditional storytellers, or "keepers of the word"). These leaders have a large impact on the well-being of women, children and other members of their communities. Due to Timor-Leste's predominate use of the traditional justice system, they often serve as judges, making decisions that impact people's everyday lives. Many of these decisions go against human rights principles. To counter this trend, Ba Futuru works with community leaders to enhance their understanding of human rights as well as provide them with improved conflict-resolution skills and a venue for sharing best-practices on conflict management.

In regard to the TAHRE workshops Mr. Anis, a Chefe de Suco in Manu Fahi District, stated, "I am really happy with this training because the lessons that I received relate to what I find in my community." Mr. Anis had attended three human rights trainings before the Ba Futuru-led training, but he found the workshop based on the TAHRE Guide curriculum to be the most helpful because it enabled him to "more deeply understand about human rights and conflict resolution." He explained by saying, "I feel really happy

with Ba Futuru as an organization because they came and shared information that can help me to increase my capacity and through which I can implement peace building training for my community.” He added, “Usually when I attend trainings about human rights and democracy I feel bored and I decide to discontinue the training after the first day. But when I attended and listened to the information which was shared by Ba Futuru, I felt happy and decided to attend the program until it finished.”

When Ba Futuru questioned a participant named Laurindo R. Fernandes, another *Chefe de Suco* in Manu Fahi District, he said, “I am happy with TAHRE program, especially the conflict resolution lesson. In this lesson I got information about how to solve conflict creatively, without violence, and how to solve it with a win/win solution. This method is new for me, but I would really like to implement it in my village I am interested to try it out because I think that the win/win method can bring about peace for all individuals involved.”

Many community leaders are relatively traditional men from rural parts of Timor-Leste. In working with them, Ba Futuru has found that their comprehension and retention of gender equality education comes not only from the content of the training but also from the way in which the training is carried out. The fact that many of Ba Futuru’s dynamic trainers are young and female impacts the perspective of the participants in the context of gender equality. When they see women who are skilled facilitators, knowledgeable about human rights and conflict resolution, they tend to take the lessons about gender equality more seriously.

Laurindo, the village head of Babulo, Manu Fahi district, said “First, I saw that the facilitators were young women, and I thought that they could not facilitate this program well. But after they had run their facilitation I was surprised with their methods and their ability to guide and give good responses for participant questions. Then, in the end I realized that for any training we do not need look at the facilitator’s status but the more important thing is how they manage the training.”

Pedro Francisco, a Lia Nian from Suco Baisua, also in Manu Fahi District, made a strong statement calling for additional trainings, “I think this course would be great to use in the future, especially in the rural areas and also in the towns, in order to create peace.”

## **E. Becora Prison**

Ba Futuru, together with staff from the Program for Psychosocial Recovery and Development in East Timor (Pradet, a local mental health organization), provided workshops for nine children, all under 18 years of age and imprisoned in Becora, based on the *TAHRE Guide* each Wednesday between February and May 2007. After the *TAHRE Guide* trainings in the prison were completed, Ba Futuru, together with Pradet and the Prime Minister’s Office on Human Rights and Good Governance, held a special event on 30 May in preparation for International Children’s Day. Many



types of health items were given to the children, and President Ramos-Horta, and Joaquim Fonseca, Minister of Justice and Human Rights Advisor to the Prime Minister

joined Ba Futuru in distributing certificates to the young people. These certificates commemorated the children for their hard work in completing the TAHRE curriculum and to mark their new conviction to promote peace.

Vidal Campos Magno, one of Ba Futuru's dynamic staff who worked with the children in prison each week, reported, "I have watched these youth change – in the beginning when I first came to the prison they acted traumatized, sad and sometimes nervous; now they are happier. One of the children told me, "You have made us happy through these activities; when I return home I will promote peace in my daily life and also share what we have learned with my friends."

Campos added, "I believe that the education offered through Ba Futuru's TAHRE program can help the children in prison to reduce their negative sentiments, and also to help them to cope with the realities they are facing in prison. Through this program, their perspectives on their lives have changed, and they have learned to better support each other and cooperate with one another, which will help them to find a brighter future when they return home."

## **F. Psychosocial Counseling**

Throughout the last year Ba Futuru has been working to develop a psychosocial counseling component of its ongoing TAHRE Program. The addition of this component will help to fill the void of assistance in this area. The long-term objective is to professionalize psychosocial counseling services in Timor-Leste together with Southern Cross University (SCU), Pradet, Hope, UNICEF, and the Timor-Leste government. Together we can develop a thriving social services sector with trained competent therapists that can help Timor-Leste recover from its vast societal trauma.

In June and July of 2007 four of Ba Futuru's staff (Lica Marcal, Judit de Sousa, Vidal Campos Magno and Lulu Martins) received counseling training from Ina Varella Bradridge, a Timorese woman who is doing her masters degree on trauma counseling at SCU in Australia. They were taught strategies for counseling Timorese people and other therapeutic skills applicable to people in need. In this first stage, they began with activities focused on getting to know themselves better in order to prepare for helping others solve their problems.

Then in late October, a second intensive round of workshops built upon the knowledge and skills gained in the initial stage of counseling training and also included the addition of Pradet's staff. Judy Knox, an expert in Indigenous trauma counseling and lecturer at SCU, led workshops for Ba Futuru and Pradet staff together with Ina Varella Bradridge. Professor Knox taught psychosocial counseling techniques, adopting a training manual entitled "Indigenous Counselor Training" from the Australian Indigenous Trauma Studies curriculum. The two-week intensive training sponsored by UNICEF covered all 20 lessons in this manual. The lessons ranged from those on cultural safety and preparation to confrontation skills and problem solving. The methods learned included music and art therapy and mediation and relaxation. The trainees will later practice these skills in the field with oversight by Ina Varella Bradridge.

One of Ba Futuru's staff, Judit de Sousa, reported, "I felt really proud to join this counseling program, because it takes advantage of my natural ability." When asked what she got out of it, Judit said, "Before I attended this program, I did not yet understand about how someone might feel when they encountered certain problems, but after this training, I feel that not only can I better control myself when I face problems, but I can also help others to find solutions for their problems. I also learned how to be more compassionate and give attention to a person in need as well as to be a good

listener, neutral and confidential. After this training I've decided that I want to be a good counselor so that I can better help others."

In 2008 Ba Futuru will continue to seek funding for additional trainings including one in April with Judy Atkinson, a prominent trauma counseling lecturer and Head of College of Indigenous Australian Peoples at SCU. This will be carried out together with Ina Varella Bradridge. It is important to have one expert in the field of trauma counseling as well as a highly trained Timorese person, to ensure that the training is able to incorporate as much culturally appropriate adaptation as possible. The training will be developed by the two trainers jointly in order to consider Timorese cultural practices and knowledge. This training and mentoring with Ba Futuru and Pradet facilitators will help to further develop their psychosocial counseling and trauma recovery skills, while also giving the trainers time to meet with the Timor-Leste government and other partners in order to make a long-term partnership for the development of a counseling certificate program.

### **G. Community Example: Dalan Klot Becora**

One community for which Ba Futuru's TAHRE program brought about tangible changes to further peace was Becora Dalan Klot. Located in the Eastern part of Dili, Becora has been a highly contentious area since the 2006 crisis, when violence throughout this part of the capital city pushed thousands of people into IDP camps. Ba Futuru met with the youth leader in this area and then started a program, but many youth were uneasy about Ba Futuru's presence. In light of these concerns, Ba Futuru held a larger community consultation during which Ba Futuru staff explained their vision and mission, as well as an overview of the TAHRE program. This community discussion helped the youth understand what Ba Futuru was offering to them, and as a result, many of them decided to attend the program.

The youth liked the program so much that after the *TAHRE Guide's* 14 lessons finished they suggested that Ba Futuru continue by facilitating English courses with them. Following this request, two of Ba Futuru's facilitators, Vidal C. Magno and Zulmira Pinto, taught English courses for two months. Also, to further increase the capacity of the youth, Ba Futuru offered training on the *Positive Discipline Manual*, providing instruction on the use of discipline strategies without violence or physical punishment.

Although these trainings have finished, Ba Futuru continues to monitor youth development by observing those in the community. In the months of training and those following, Ba Futuru staff observed a transformation taking place due to the impact of Ba Futuru's work. Before the implementation of the TAHRE program, many of the youth did not respect other people and did not show a good attitude towards them. They regularly created problems with refugees and Sisters in the nearby convent, often climbing the fence around the convent in order to harass the refugees inside. They also regularly fought one another. After they began attending the TAHRE program, Ba Futuru staff observed that the participants were building self esteem, learning to love one another and showing respect for others. These changes led to a marked decrease in community unrest.

When questioned, one participant named Inocencio de Jesus said, "By this program I have consented to change my bad attitude. I have also learned to manage and reduce my negative emotions that can sometimes cause problems. I believe that this program can help me in the future."

In a speech for the TAHRE certificate delivery ceremony, Mr. Manuel Perreira, who takes responsibility for the youth in this part of Becora, stated, "This program is really good and has value for youth in relationship to Timor-Leste's recent crisis situation. This is because this program can help them to develop themselves in their daily lives. They can

understand and know their rights and obligations, and they can understand conflict and how to resolve conflict. I would like thank Ba Futuru because they have brought such a nice program to my community.”



Juvita Perreira Faria, a 16-year-old resident of St. Bakhita Orphanage, an orphanage located in the Dalan Klot community that Ba Futuru has been working with since 2004, also had a very positive experience with the TAHRE program. “Due to my attendance of this program,” she said, “I can see many positive changes in myself. Before I attended this program, I often felt sad, but now, after attending the training, I can reduce my sad sentiment and start to resolve my problems in positive ways. Ba Futuru’s program is good for us. One thing that makes me happy is the high level of care shown for us by Ba Futuru’s facilitators.” With Ba Futuru’s assistance, Julvita is currently one of the child representatives that together with various UN agencies and NGOs, and the government are engaging in a process to develop the Juvenile justice law for Timor-Leste.

Julvita reports, “The objective of this process is to create a new law for Timor-Leste that will help to better defend the rights of children. First, we analyzed the current child rights situation in Timor-Leste, then we started the process of working to create new laws as Timor-Leste’s constitution doesn’t fully respect the rights of children.” In the future, it is Julvita’s vision to make a center for children experiencing difficulties due to their experiences with conflict.

## **H. Transforming lives in Baucau**

Baucau is both Timor’s second biggest city and also the name of the district surrounding that city. Ba Futuru’s team of staff have been working in Baucau District since just before the 2006 crisis. At first Ba Futuru’s Baucau team was focusing on reaching children in orphanages and then after the crisis came and tens of thousands of people fled East, Ba Futuru was strategically positioned to be ready to provide assistance. Ba Futuru was one of the first NGOs supporting children in camps in Baucau as we already had our feet on the ground and a strong working relationship with the District Administrator.

Since then Ba Futuru has been working with children in camps and communities providing the 14-lesson TAHRE training every afternoon (once the children are out of school) as well as training child protection focal points in the camps and providing them with child protection skills and ongoing monitoring and mentoring support. In the mornings Ba Futuru works in communities through out Baucau Vila Sub-District to provide adults and community leaders with child protections skills using the Journey of Life training to develop community plans for child protection and positive discipline trainings. So far Ba Futuru has worked in 6 of the 11 sucos of Baucau Vila and the four IDP camps.

In October of 2007, Ba Futuru also held a special adult training of trainers on the TAHRE Guide, including 11 participants (4 women and 7 men) from BBH, CIC, Rede Feto and those from the local and national government including representatives from DNRS and Chefe de Sucos (community leaders).

One of the community leaders that followed the training, Alexandre da Costa, the Chefe de Suco of Triloka, reported: “The TAHRE training taught me a lot about child rights and also about how to stop violence and resolve problems that the community faces.” He



plans to use what he learned from this training with his own family but also with the entire community. "I believe that the TAHRE Guide provides good values for all people in their lives. Moreover, this training developed my capacity so that I can provide further similar trainings with others that are experiencing problems."

## **I. Seroja Youth Center in Dili**

Through the *Youth Integration and Development Initiative* Ba Futuru is working to create vibrant programming for youth in conjunction with Edge-ucate.org, an international NGO with gang engagement experience, and the government of Timor-Leste 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.

The Seroja Youth Center has been established in Rai Kotu, Comoro, an area within Dili, with these objectives in mind. Seroja provides skill-building courses and spaces for sports, dance, art, music, yoga and peace education. In addition, Ba Futuru has given multiple rounds of peace education based on the TAHRE curriculum. The Seroja Center is a positive, self-esteem-enhancing and educational environment in which individual independence and collective interdependence can be learned and developed in a manner consistent with the larger development plan for Timor-Leste.

The project has been developed with ongoing consultation with the Government and has been endorsed by President and Nobel Laureate Jose Ramos-Horta. Working in close and constant contact with local and national leadership, including youth leaders and leaders of prominent gangs, has enabled Ba Futuru to develop local ownership while supporting traditional power structures and community cohesiveness.

The Seroja Center was officially opened on 13 October with President Horta and Atul Khare, Special Representative of the Secretary General, providing dynamic speeches. The center is managed jointly by Edge-ucate.org and Ba Futuru in partnership with the local community. In the lead-up to the opening, Ba Futuru undertook community outreach activities and a sampling of classes and activities for local youth and community members. These preparations and the opening itself were valuable civic-oriented activities that encouraged participants to interact and exchange ideas with their fellow community members in a safe forum.

The most exciting outcome of the ongoing activities at the Seroja Center is the positive engagement of youth within surrounding communities and the subsequent reduction of violence and hostilities. Area youth now have a safe environment within which they can participate in activities and classes that enhance their daily lives. Additionally, community members feel they have benefited indirectly from the peaceful normalization of life within their communities.

To provide a better idea of what the students at Seroja Center are getting out of their experiences at Seroja Center, two student profiles with their own words are below.

### **Seroja Student: Pascoela da CV.B**

My name is Pascoela but people always call me Qella. I am 17 years old and I have three brothers. I finished senior high school last year and I really wanted to continue my studies at University because I love to learn new things to improve my knowledge and skills. Unfortunately I didn't pass the exam so I couldn't go to University. It made me feel very sad and then I was just staying at home everyday. A neighbor of mine told me about Seroja Center and that she attends an English course there. I decided to go there to see if I could register and join with an English class because I need to improve my English so that I can pass my exam and have a positive future.

The English language is a very important part of our future because it is an international language. It is very difficult for the Timorese to improve their English because they never get to practice as not very many people speak good English, but the Center provides us with a lot of opportunities for practicing with both Timorese and internationals. Also, Seroja Center doesn't charge their student a fee, so it gives the opportunity to all Timorese children and youth to attend classes and fulfil their dreams. Although the English class was the reason I registered at the Center, I have attended TAHRE class as well which gave me an opportunity to share and discuss my past experiences from the conflict with Ba Futuru's excellent facilitators. One day I would like to work with an NGO or with the government and I think that the activities at the Seroja Center can help me fulfil my dream. Improving my English will hopefully help me to get a scholarship so that I can go abroad. I have many dreams, but dreams don't always come true.

### **Seroja Student: Filipe de Oliviera, 25 years old**

I came to Seroja Center because I wanted to improve my English. Here I have had a lot of opportunities to listen, write and read English with other students and teachers. They have both Timorese and international teachers which I think is important so that I can learn correct English.

English is very difficult for the Timorese to learn, but always when I go home to my house I speak English with my brothers and my sister so that they also can learn. I would like to practice English everyday but it's difficult because in Bairo Pite, Dili, where I live, there is no one to practice with. I want to study at the University but my family cannot support me financially because we are poor. Before I began going to the Seroja Center I had nothing to do because I didn't have a job. At the Center I also joined the TAHRE class where I learned about how a can deal with conflicts in a non-violent way. I am very happy at the Seroja Center because it is a safe and beautiful place and it makes me believe in a good future for Timor-Leste. I think the people of Timor-Leste need to get opportunities to be trained in English so that we can go abroad and work and get the knowledge and skills we need to build our nation. My dream is that one day I can teach English for students in Leorema, Liquica, because this is where I come from and where my family lives.

## **IV. Training Materials**

Ba Futuru uses many training materials during its implementation of the TAHRE program. Staff distribute journals to children and *TAHRE Guides* and *Positive Discipline Manuals* to youth and childcare workers.

Ba Futuru uses guitars, drawing books, notebooks, pencils, crayons, colored pencils, paint, brushes, paper, chart paper, rulers, erasers, sharpeners, and *TAHRE Guides* in its workshops. Participatory lectures and discussions centering on human rights and conflict resolution are the main methods used in implementation. Art, song, drama, games and

physical activities also are utilized in the workshops. Ba Futuru designed t-shirts and ID badges for staff members working in IDP camps, and also printed and distributed t-shirts and banners with peace slogans, such as “Ita Ida Deit,” meaning “We are One.” Additional materials preparation included calendars, posters about human rights and conflict resolution, and a postcard series.

**A. TAHRE Guide for use with children**



The principle component of Ba Futuru’s trainings is the *TAHRE Guide*, which contains 14 lessons and accompanying psychosocial programming for children. It also gives suggestions for preparation, facilitation, role-playing activities and difficult issues. Lessons I & II are designed to introduce the facilitators to the students, establish ground rules that will set up a safe environment in which the children may share their experiences and ideas, and engage the students in activities that teach the value of 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 deal with conflict resolution, and lessons IX, X discuss overcoming the negative affects of conflict. Lessons XI and XII examine 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 the student’s progress and review what they have learned over the entirety of the TAHRE program.

The *TAHRE Guide* has proven to be a successful teaching manual. Not only does it detail methodology, curriculum and implementation procedures, but it also explains effective, interactive artistic methods of working with children. The *TAHRE Guide* has been revised continually, based on lessons learned and feedback from staff and participants. Also, new activities have been added to augment the materials developed for the first and second pilot programs.

The curriculum also 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 also explore different means of conflict resolution through role-playing activities in which they act out common disputes and alternative means of resolving them. Practicing their responses this way in a supportive environment builds the confidence of children to make positive changes in their behavior in everyday real-life situations. Similarly, reading 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.

**B. TAHRE Guide for use with youth and adults**

During the month of March and leading into April, Ba Futuru developed a new version of the *TAHRE Guide* for youth and adults. This manual includes new activities on mediation, decision making, peace education, child abuse, trauma and counseling. It was developed primarily by Co-Founder and Capacity Development Program Manager Sierra James, with assistance from Ba Futuru Director Joana dos Santos Camoes, Team Leaders Vidal C. Magno and Lica Marcal, and Facilitator Lulu Martins.



### C. Positive Discipline Manual

UNICEF and Plan International's 2002 joint report on Timor-Leste, entitled "Speak Nicely To Me," cites that "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."<sup>7</sup>

In order to help reduce the prevalence of violent discipline practices, Ba Futuru has developed a training curriculum and resource materials on positive discipline. This initiative was undertaken after childcare center staff in orphanages expressed a need for more information on non-violent ways to discipline children. The *Positive Discipline Manual* and corresponding training modules are used in attempt to reduce the use of physical discipline as well as to provide positive discipline strategies.

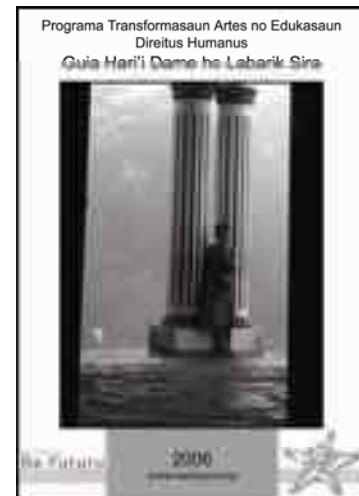
The first edition of the *Positive Discipline Manual*, published in April 2006, was called "Building Peace with Children: A Guide on Non-Violent Discipline." A more developed version was published in 2007. Trainings on positive discipline are especially important in Timor-Leste because the use of physical 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 violence and abuse.

The *Positive Discipline Manual* gives many reasons adults should not use violence or physical punishment with children:

- it teaches children to react with violence;
- it is not productive to create behavioural change;
- it reinforces negative behavior;
- it is an abuse;
- it can cause long-term psychosocial damage;
- it hinders education; and
- it disregards more effective discipline methods.

The ideas from this manual and the corresponding trainings have been well-received. Teachers feel that the discussions stemming from trainings using the Positive Discipline Manual have given them new ideas and important information to which they had not been exposed. They have shown remarkable enthusiasm about wanting to stop using physical discipline after realizing that it can have negative impacts on children.

Casimiro, one of the teachers in a primary school in Tibar, said, "Sometimes I beat children because I have my own problems. Often I am too tired because I have to teach in the mornings and have Portuguese courses in the afternoons. I also have to use 25 per cent of my salary for transportation for Portuguese courses, so my salary is not enough for my family needs." In regard to the Positive Discipline Training Casimiro added, "For me this training is very nice. It can be a good model to minimize physical punishment with the children I work with. I hope we can have more trainings like this."



<sup>7</sup> UNICEF and Plan International. (2006). *Speak Nicely to Me*. Timor-Leste.

Another teacher at this school named Feliciano Santos Reis said, "This training is really beneficial for us because it helps us to realize that physical punishment and violence are not good methods for educators to use in school."

Januario da Cunha, also a teacher at the Tibar primary school, agreed with his colleagues, "For me this training [on positive discipline] really helped me as it provides good models that I can use in class every day."

After another positive discipline training, this time in Bobonaro District, Graciela do Rosario, stated, "The Positive Discipline Training is very important because through sharing this information we can help to decrease the violence that is happening in our daily lives."

Clearly, providing parents, community leaders and other caretakers of children with information about positive discipline is instrumental to stopping the cycle of violence in homes, schools and communities. Hence, the Positive Discipline Training has become an integral way for Ba Futuru to achieve its mission of peace building in Timor-Leste.

#### **D. *Journey of Life Manual***

In January 2007 Ba Futuru began a new training module called the Journey of Life. The *Journey of Life Manual* was developed initially by the Regional Psychosocial Support Initiative for use in Myanmar, then adapted and developed further by Ba Futuru. It outlines workshops that can be used with communities to develop local strategies for child protection. It also may be used to teach adults and community leaders about the developmental needs of children and assist communities with designing a community plan for child protection. Trainings based on the *Journey of Life Manual* provide the space for those who care for children in a community to sit down together with community leaders. There, they are encouraged to travel back through their own process of growing up to access how they can better support children in their community today. Workshops culminate with a process of developing a plan for participants to better support and protect children in their community. In the last year, Ba Futuru held trainings based on the *Journey of Life Manual* in communities across the Baucau District (please see the charts in the appendix for specific locations, participant statistics and trainings provided).

#### **V. Ba Futuru as an Organization**

##### **A. Donors and Partners**

Ba Futuru's main donor and implementation partner in 2007 was UNICEF. Ba Futuru also worked closely with Edge-ucate.org and the President's Office in regard to the development of the Seroja Center.

For capacity building support Ba Futuru received trainings from Belun (a local capacity building NGO based in Timor-Leste) and Southern Cross University on the development of psychosocial counseling skills. Financial support and/or in-kind capacity building came from Global Fund for Children, Children in Crisis (CIC), Concern, AYAD, Lonely Planet Foundation, Denver University and American Friends Service Committee and the British Embassy in Jakarta. Ba Futuru also received the donation of hundreds books for distribution and for our Seroja Youth Center from Global Fund for Children, Asia Foundation and from Durani Dunia Foundation.

In addition to those mentioned above Ba Futuru also received support in 2007 from NZ Aid, Silverton Foundation, Austcare, American Friends Service Committee, Friends of

Idlewild Stables, Catholic Relief Services, Math 'N' Stuff, Peace X Peace, Ishka, Bali Spirit and the Australian Embassy in Dili.

Additional implementation partners in 2007 included Pradet with the under 18 year olds in Prison as well as on the development of psychosocial counseling skills. Concern, American Friends Service Committee and Belun ba Dame also worked with Ba Futuru in regard to provide trainings for community and youth leaders and NGO staff.

### **In the United States**

In order to receive funding in the United States, Ba Futuru set up a new partnership with Austin Community Foundation, whereby Americans wanting tax deductions for their donations can support Ba Futuru and make payments over the internet.

Credit card donations may be made on-line via the Austin Community Foundation at <http://www.austincommunityfoundation.org/?nd=donate> by selecting East Timor Development Fund in the drop down menu.

**Checks may be mailed to** Austin Community Foundation P.O. Box 5159, Austin, TX 78763. Please specify that your donation is for "Ba Futuru via the East Timor Development Fund"

### **In Australia**

**Please send a cheque** made out to AVI - [Friends of Baucau](#), specifying that the donation is for the "Ba Futuru Fund", to:

Attention Clare Murrell  
C/- Richmond Town Hall  
PO Box 168  
Richmond, 3121

### **Additional partners**

Ba Futuru also collaborated with Timor-Leste's Department of Education – Bobonaro District, Timor-Leste's National Division of Social Reinsertion, the President'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, Baucau Buka Hatene, Bibi Bulak, Catholic Relief Services, the Child Protection Working Group, Columbia University, Denver University, Hope, KBH, the NGO Forum, Peace Building Working Group, Peace and Democracy Foundation, Pradet, Southern Cross University and Uma Juventude and well as a plentitude 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 President Jose Ramos Horta; Manuel Gomes de Araujo Superintendent Department of Education, Bobonaro; Jacqui Chagon, American Friends Service Committee; 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; Melanie Grey; 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; Clare Danby, Country Director Concern; Justin Kaliszewski, Executive Director Edge-cuate.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 Social and Environmental Enquiry (SSEE) at the University of Melbourne.

## **B. Board Members**

Ba Futuru's 2007 Advisory Board members were Danielle Leilani Ujvari (Board President), Brian Hanley, Lisa Beyl, Jess Van Der Merwe, Simeon Coates, Katharina Zehle and Melissa Wingard-Phillips (arranged in order of involvement).

## **C. Management Committee and Staff**

Ba Futuru is managed by a team of national and international staff, and this organizational structure has created an environment conducive to capacity development, as it facilitates a daily exchange of skills and knowledge. This approach allows for culturally-appropriate programming while maintaining the program's adherence to international standards. The majority of Ba Futuru's Timorese staff studied in the faculty of teacher training at UNTL, while the international staff came in with years of NGO and other relevant academic experience.

**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", John Bouk, Helio Lopes, Ramigito Jorge da Costa, Patia Periera, Judit Maria de Sousa, Elisabeth de Andrade, Marcelino Pintu, Julmira Pintu, Amanda Wimetal "Mandy", Anna Elivera Belo "Effi" and Palmira da Costa (arranged in order of employment).

**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, Emily Stallman, James Dunn, Jenna Simone Ruda, Jess Van Der Merwe, Blarneystine S. Dadacay, Maggie McKeand, Marie Meinert, Matthias James, Megan Lavelle, Melissa Appleton, Melissa Wingard-Phillips, Professor Peter Van Arsdale, Dr. Phyllis Ferguson, Shanna Tollabacher, Sonja Wingard, Tanya Massy and Thi Thu Huong Nguyen.

## **D. Organizational Development**

Ba Futuru has had three years of ongoing in-country support from one of its co-founders and Capacity Development Program Manager, Sierra James. James has completed a Masters Degree in International Affairs at Columbia University, where she focused on Conflict Resolution. Additionally, she brings more than five years for NGO project-management experience and possesses a competent working knowledge Tetun. James conducts weekly staff meetings and spends time working with the staff on proposal and report writing. She works directly with the staff to develop organizational leadership, and leads hands-on trainings to enhance computer skills and internet use. James also helps organize various external trainings to support capacity building for Ba Futuru staff.

Over the last year, Ba Futuru staff have had the opportunity to attend various capacity-developing trainings. Some examples are daily English classes, facilitated by international staff and volunteers, leadership and strategic planning, facilitated by Belun, counseling techniques for indigenous people, facilitated by SCU), Child Protection and Gender Based Violence workshops, facilitated by UNICEF, and Education and Human Rights classes, facilitated by PDHJ. Professor Peter Van Arsdale of Denver University and James Dunn, Former Australian Consul in Timor-Leste and author of many books about Timor-Leste, have both given private lectures for Ba Futuru staff on human rights. Other trainings attended by Ba Futuru staff included Belun's project management workshop and monitoring of election-related violence, Action Asia & Concern's conflict assessment training, and Austcare's training on protection. Also, two Ba Futuru staff members worked for three months with Belun and IFES in the Monitoring of Electoral Violence Education and Resolution project, and one Ba Futuru staff member regularly assisted in UNICEF's Child Protection Support Groups in the IDP camps.

Ba Futuru staff have developed new skills in the following areas:

- bookkeeping;
- English;
- counseling and mental health;
- human rights;
- computers;
- fundraising, specifically report and proposal writing;
- liaising with external organizations;
- monitoring and evaluation skills;
- research skills for curriculum development and program expansion; and
- office administration.

Lulu Martins, a Ba Futuru facilitator, reported, "I feel satisfied because I have changed a lot during the time I have worked with Ba Futuru. I can now better understand English and how to use a computer, as well as how to attach emails and download data. I also feel this has helped to develop my skills as a facilitator, as well as my understanding of project management and how to work better in a group. I also now understand how to participate in weekly meetings and plan together about our work and delegate responsibilities. My ability to do this work has improved due to trainings I've received from our Capacity Building Program Manager, Sierra James, as well as from trainings she set up with external organizations."

Lica Marcal, a Ba Futuru Team Leader, said, "While working with Ba Futuru I have had many opportunities to improve myself. Leadership training helped me to learn how to be a better leader for a team, how to make decisions, and also how to manage teamwork well." She added, "As a facilitator in the social area, sometimes we meet with different character traits in participants which can be challenging. But by using the methods from the *TAHRE Guide*, including the conflict-resolution lessons and also from counseling trainings, I am able to have a positive impact with all participants. Through these trainings I can increase my comprehension and my capacity, and I have learned how to



create good interactions with other people and how to interact without using hurtful words. I can also manage conflict in myself and resolve problems between staff.”

## **VI. Constraints**

The main constraints faced during the 2007 implementation period were social unrest and lack of long term funding. For the majority of the year, Ba Futuru staff continued their work unhindered by the civil strife. However, a high degree of flexibility was required as varying levels of security and the needs of both staff and children residing in IDP camps dictated. For example, in March 2007, when violence again broke out in Dili, instead of stopping work like many other organizations, Ba Futuru staff worked with neighborhood children near their homes, thereby reducing travel-related risks, and still helping children to cope with their feelings and experiences.

Lacking long-term funding results in having to spend an extensive amount of time writing numerous reports and grant proposals which results in a loss of time to focus on program development and implementation. For the last few years Ba Futuru has been run primarily off of small grants and short term contracts that are pieced together to provide support for annual programming. Ba Futuru staff and advisory board are working to building partnerships that might result in multiple year grants and we are hoping to move in the direction over the next year as to focus more of our energy on programming outputs.

Another constraint to the successful implementation of the TAHRE program is the continuing lack of referral pathways for children with mental health needs. Psychosocial programming generally is sufficient to address experiences during conflict for the majority of an affected population, but some people are affected more seriously and require individualized mental health care. The Ba Futuru staff is trained in psychosocial programming, but do not have previous counseling education or experience as counselors. However, Ba Futuru has made staff training on psychosocial counseling a priority to help deal with a problem of the limited mental health referral pathways in Timor-Leste. Thus far, the staff has participated in two rounds of intensive training in psychosocial counseling. Ba Futuru continues to refer those with severe mental health needs to Pradet, but nonetheless more mental health and societal trauma assistance desperately is needed in Timor-Leste.

## VII. Budget and Expenditure

### Ba Futuru's Annual Revenues

Project/Activity	Donor	Amount	Spent	Left
<b>Peace Building in Communities Project</b>				
	Austcare Feb - March	6,725.00	6,710.16	\$14.84
	Austcare March - April	4,605.00	4,619.45	-14.45
<b>At-Risk Children Project</b>				
	UNICEF 1 <sup>st</sup> tranche	27,429.00	27,429.00	\$0.00
	UNICEF 2nd tranche	17,970.00	17,970.00	\$0.00
	UNICEF 3 <sup>rd</sup> tranche	23,050.00	23,050.00	\$0.00
	Australian Embassy	4,500.00	4,499.88	\$0.12
	Australian Embassy	7,050.00	7,050.00	\$0.00
	British Embassy 1st tranche	12,720.00	12,719.81	\$0.19
	British Embassy 2nd tranche		3,928.95	-\$3,928.95
	Concern	9,500.00	9,499.90	0.10
	Concern for Same	3,802.83	3,802.83	0.00
	Lonely Planet	17,610.00	17,610.00	0.00
	Silverton Foundation	10,000.00	10,000.02	-0.02
	Save Children Sweden	10,000.00	9,999.84	0.16
	GFC	12,000.00	3,610.00	8,390.00
	Other Spending		10,259.14	-10,259.14
<b>Youth Integration and Development Initiative</b>				
	UNMIT	24,550.00	24,549.75	0.25
	CRS	2,000.00	2,000.00	0.00
<b>Other Sources of Income</b>				
	Fees for service & donations	10,963.28		10,963.28
	T-Shirt & Calendar Sales	2,806.15		2,806.15
		<b>207,281.26</b>	<b>199,308.73</b>	<b>7,972.53</b>

Australian Embassy in Dili, American Friends Service Committee, UNICEF, the Global Fund for Children, the British Embassy, Catholic Relief Services, CARE International, Japanese Embassy in Dili, Concern Worldwide, CARE International, Austin Community Foundation, the Silverton Foundation, Friends of Idlewild Stables, Timor Children's Fund and the Finland Embassy will potentially provide funds to support various aspects of Ba Futuru's programming in 2008. Ba Futuru is still in need of support to bring peacebuilding skills to additional children, youth and community leaders in Timor-Leste.

The second tranche of funds from the British Embassy in Jakarta was meant to come in 2007, however due to the fact that it was distributed later than planned, the receipt of the second tranche is not shown above.

## **VIII. FOLLOW-UP and SUSTAINABILITY**

Sustainability of the TAHRE program is ensured by the increased understanding of children, youth, child caregivers and Ba Futuru staff through the trainings received. Their knowledge of peace building, conflict resolution, human rights and civil education will inform their lives and work in the future. During 2008 Ba Futuru will continue to broaden the impact of the TAHRE program to dozens of new communities in Timor-Leste.



**Ba Futuru staff singing at Seroja Center**

## **IX. CONCLUSION**

The TAHRE Program has generated critical momentum for the peace, reconciliation and nation-building processes in Timor-Leste by fostering positive attitudes in regard to human rights and building local capacity for conflict prevention. TAHRE programming 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 those affected by conflict, raising knowledge of international human rights and their relevance in day-to-day living, and encouraging creative expression and co-operation, the TAHRE program is helping to break the cycle of violence in Timor-Leste and significantly contributing to a strong, democratic and human rights-based society.



**Child filling out a worksheet**



**Children sending peace messages**



**Child at Pantai Kelapa art class**

## **X. REFERENCES**

AMNESTY INTERNATIONAL HUMAN RIGHTS EDUCATION TEAM (1996) *The First Steps: A Manual for Starting Human Rights Education – Part One: First Steps*, London, 1996.

LARK, CAROL (2001) *Art Therapy Overview: An Informal Background Paper*; The Art Therapy Center St. Louis, Missouri, December 2001

MACHEL, GRAÇA (1996) *The impact of armed conflict on children*, U.N. Doc A/51/306, 26 August 1996

UJVARI, DANIELLE (2005) *Children's peace education in post-conflict Timor-Leste*; Australian National University Development Bulletin 68 COOPERATING WITH TIMOR-LESTE: IDEAS FOR GOOD DEVELOPMENT PRACTICE, October 2005

UNITED NATIONS DEVELOPMENT PROGRAM (2006) *Timor-Leste Human Development Report 2006: The Path Out of Poverty*, Timor-Leste, 2006

UNITED NATIONS DEVELOPMENT PROGRAM (2002) *East Timor Human Development Report – The way ahead (ETHDR)*, Timor-Leste, 2002

UNITED NATIONS INTERNATIONAL CHILDREN'S FUND (UNICEF-SO) (2002) *Speaking out! – Voices of children and youth in East Timor*, Timor-Leste, 2002

UNITED NATIONS INTERNATIONAL CHILDREN'S FUND (UNICEF) (2002) *Adolescence - a time that matters*, New York, 2002; available on-line at [http://www.unicef.org/publications/files/pub\\_adolescence\\_en.pdf](http://www.unicef.org/publications/files/pub_adolescence_en.pdf)

UNITED NATIONS INTERNATIONAL CHILDREN'S FUND (2005) *State of the World's Children (SOWC05) – Children caught up in conflict*, at <http://www.unicef.org/sowc05/english/conflict.html>

UNITED NATIONS INTERNATIONAL CHILDREN'S FUND and Plan International (2006) *Speak Nicely to Me – A Study on Practices and Attitudes about Discipline of Children in Timor-Leste*, Timor-Leste

UNITED NATIONS REPORT OF THE SECRETARY-GENERAL (2005) *In larger freedom: towards development, security and human rights for all*; UN Doc. A/59/2005; 21 March 2005

UZELAC, MAJA (1997) *Opening the Door to Nonviolence – Peace Education Manual for Primary School Children*, Zagreb, 1997, available on-line at the [Electronic Resource Centre for Human Rights Education](http://www.hrea.org) - <http://www.hrea.org>

## XI. Appendix I: Trainings in Dili and Manu Fahi Districts

Month	Participants	Place/Community	Training
Feb/Mar	25 youth	Youth Center, Rai Kotu	TAHRE Guide, JoL, Positive Dis.
Feb-June	9 children (14-17 yrs old)	Becora Prison, Dili	TAHRE Guide
Feb/Mar	DOE's Chief of Education and Assistant District Administrator, Field Coordinator and 6 Field Officers (total 9 adults)	Maliana, Bobonaro (to be used in communities across Bobonaro District)	Journey of Life & Positive Discipline
March	19 children (6-13 yrs old)	Audian, Dili	TAHRE Guide
March	27 children (4 – 3 yrs old)	Matadoro	TAHRE Guide
March	18 children (5-13 yrs old)	Delta II	TAHRE Guide
March	17 children (3-9 yrs old)	Kampung Baru	TAHRE Guide
March	52 children (3-12 yrs old)	Rai Hun	TAHRE Guide
March	47 children (4-12 yrs old)	Dalan Klot, Becora	TAHRE Guide
March	26 children (3-12 yrs old)	Vila Verde	TAHRE Guide
March	56 children (4-17 yrs old)	Lahane	TAHRE Guide
March	27 children (2-13 yrs old)	Pantai Kelapa kraik	TAHRE Guide
March	24 children (3-11 yrs old)	Pantai Kelapa leten	TAHRE Guide
Mar-Apr	25 children (9-13 yrs old)	Youth Center Rai Kotu	TAHRE Guide
March 28	11 youth & NGO workers	CDA, Vila Verde	Conflict Res
March 29	14 youth & NGO workers	CDA, Vila Verde	Conflict Res
April/May	23 children & 3 youth	Santa Bakhita Orph.	TAHRE Guide
April/May	41 children – 6 <sup>th</sup> grade	SD Tasi-Tolu	TAHRE Guide
April/May	33 youth	Dalan Klot, Becora	TAHRE Guide & Positive Dis.
April/May	12 youth & parents	Has Laran IDP camp, Comoro	Journey of Life
April	6 childcare givers	Fokupers, Farol	Positive Dis.
April/May	13 teachers in training	UNIMAR University	TAHRE Guide & Positive Dis.
April/May	30 children and 5 youth	Pantai Kelapa Leten	Art classes
May	8 participants: 5 field officers, field Coordinator and 2 additional Austcare staff	Maliana, Bobonaro (to be used in their community)	TAHRE Guide for Adults
April-Jun	35 children	Youth Center Rai Kotu	Art classes & English classes
April-Jun	15 youth	Youth Center Rai Kotu	Dance classes
May	44 youth	Atauro Island	Conflict Res.
May	43 children	SD Tasi-Tolu, 5 <sup>th</sup> Grade	TAHRE Guide
May	22 children 1 <sup>st</sup> grade	Pre Secondary Sao Miguel Terra Santa	TAHRE Guide
May/June	698 youth	Youth Center Rai Kotu	English Classes
May/June	120 youth	Youth Center Rai Kotu	Computers
Jun-Oct	11 teachers in training from UNIMAR (in Oct only 2 are continuing)	Various implementation sites	Mentoring in TAHRE Guide
July/Aug	23 children	Bomberios IDP camp	TAHRE Guide
July-Sept	74 children (numbers fell as children left the camps in Tibar)	Tibar Matadoru IDP Camp	TAHRE Guide

July-Sept	92 children & 5 youth	Tibar Turleu IDP Camp	TAHRE Guide
July-Sept	35 children	Jardin Borja IDP Camp in Farol	TAHRE Guide
July-Oct	80 children	Youth Center Rai Kotu	Art classes
July-Sept	25 youth	Youth Center Rai Kotu	TAHRE Guide
May-Oct	80 children	Youth Center Rai Kotu	English Classes
July-Sept	300 youth	Youth Center Rai Kotu	English Classes
Sept-Oct	34 children	Bebora, IDP Camp	TAHRE Guide
Sept 3 to 7 - One Week - Full Day	17 adults from NGOs- IMM, Hapoti, Chefe de Suco from Same, Concern, Fraterna, Prospek, LNGO Matak, Redi Feto, Denore Foundation, Permatil, FONGTIL, SDMC & KSI	Statistics Building, Caicoli, Dili	Training of Trainers - TAHRE Guide for Adults
Oct 16 to Oct 30 - Full day	Four Ba Futuru staff & four Pradet staff receive training from Trauma Counseling Professors	Becora & Hope Orphanage	Staff Development / Counseling Training
Oct - Dec	25 Children	Tibar (from community trainer)	TAHRE Guide
Nov 19 to Nov 20	107 children in IDP Turleu - Tibar and 100 children in youth center Rai Kotu	IDP Turleu-Tibar and Youth center	To celebrate the International children right day
Oct to Dec	20 children	Youth Center Rai Kotu	English Classes
Oct to Dec	400 youth	Youth Center Rai Kotu	English Classes
Dec 28 still continue	46 children	Airport, IDP Camp	TAHRE Guide
Dec 10 to Dec 14 - Full day	32 adults including Chefe de Sucos, Lia Nian, and Chefe Aldeia, as well as village counsel youth and female representatives	Same	TAHRE for Adults
Dec 5 to dec 21	32 Children	Tibar	TAHRE for Kids
Dec 14 Full day	10 teachers and 3 teachers in training, Uni of Timor Loro Sa'e	Tibar	Positive Discipline
Dec 8	30 youth participants	Youth Center	Yoga Class

**In Dili 1,715 youth, 43 teachers, 57 NGO staff and trainers and 1,289 children participated in various Ba Futuru trainings held during 2007, while 34 community leaders from Same also participated.**

## XII. Appendix II: Trainings in Baucau

Month	Participants	Place	Training
Jan/Feb	35 adults	Tiri Lolo	Journey of Life & PD
Feb	34 adults	Tiri Lolo Kaisidu	Journey of Life & PD
Feb/March	36 adults	Kaibada Makasae	Journey of Life & PD
March	18 children 5 to 10	Wainiki	TAHRE Guide
March	32 adults	Kaibada Waimua	Journey of Life & PD
April	30 adults	Triloka	Journey of Life & PD
April	18 children 4 to 12 yrs	Central	TAHRE Guide
May	123 children	Guari Uai	TAHRE Guide
May	200 children	Bucoli	TAHRE Guide
May	35 adults	Buruma	Journey of Life & PD
May/June	74 children	SDK IDP camp	TAHRE Guide
May/June	40 children	Stadium IDP Camp	TAHRE Guide
June/July	4 youth comm trainers	Baucau Office	TAHRE Guide & PD
June/July	117 children	SDK IDP camp	TAHRE Guide
June/July	115 children	Stadium IDP Camp	TAHRE Guide
Aug-Oct	50 children	IDP Camp Bucoli	TAHRE Guide
Aug-Nov	25 children (from community trainers with monitoring from Ba Futuru staff)	SKB IDP camp	TAHRE Guide
Aug-Dec	22 children (from community trainers with monitoring from Ba Futuru staff)	SDK IDP camp	TAHRE Guide
Sept	19 - Aldiea counsel representatives	Bucoli	Journey of Life & Positive Discipline
Oct 8 - 19 2 weeks, half days	11 BBH, CIC, DNRS, Chefe de Sucos, Redi Feto & Ba Futuru's new staff	Salon Adminstrador, Baucau	Training of Trainers - TAHRE Guide for Adults
Oct - Dec	171 Children	Suco Seical	TAHRE Guide
Nov	19 adult community members	Suco Seical	Journey of life & Positive discipline
Dec-Jan	70 Children	Suco Bahu	TAHRE Guide

In 2007 a total 1,043 children participated in the TAHRE program in Baucau while another 202 adult community representatives, 21 community leaders, 11 NGO staff and government representatives and 4 child protection focal points /community trainers for IDP camps attended Ba Futuru's trainings.

For a grand total of 2,332 child participants, 1,725 youth, 202 adult community representatives, 43 teachers, 72 NGO staff, community trainers and government representatives, 55 community leaders and more than one thousand children in primary school together with hundreds of community representatives participating in our joint-program with Austcare in schools and communities in Bobonaro District.