Ba Futuru’s dynamic conflict mitigation training workshops transforms lives, instills confidence in non-violent methods and practices and moves Timor-Leste toward sustainable peace.

After the provision of one Ba Futuru training, a participant reported:

I feel really happy about this training as I am someone that used to like being involved in conflict. I would often spread nasty rumors, use my slingshot to hurt people, and burn down houses. Many people told me this was bad, but it is only now, through this training, that I understand why. I honestly believe that I will change my behavior from now on and try to promote love and peace in my family and community.

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Ba Futuru would like to thank Lucinda Kaval, Dawn Carmin, Ethan Folk and Sierra James for their assistance in writing this annual report and to Hannah van der Wal for the graphic design.

“Young People Changing the Future”
Ba Futuru’s Profile

Context

Children and Youth in Timor-Leste

Transformative Arts and Human Rights Education Program

Achievements

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• Community Peace Building Support Network Project
• Income Generation, Peace & Development Project for Atauro Island
• Peace Building Psychosocial Recovery Project
• Peace Building Support Project
• Youth Integration And Development Initiative

Child Protection

• Child Protection Training of Teachers In Baucau
• Child Protection Training in Reintegration Communities
• Capacity Building for Ministry of Social Solidarity Protection Staff
• Training for Unmit Human Rights and Transitional Justice Section
• Training of Baucau Child Protection Network Members

Community Peace Building

• Working with Community Leaders
• Working with Gangs and Martial Arts Leaders

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Ba Futuru would like to thank Lucinda Kaval, Dawn Carmin, Ethan Folk and Sierra James for their assistance in writing this annual report.
Table Of Abbreviations

AusAID: Australian Government Overseas Aid Program
AYAD: Australian Youth Ambassadors for Development
CIC: Children In Crisis
CPA: Audio Visual Production Center
CPD-RDTL: Committee for the Popular Defense of the Republic of Democratic Timor-Leste
CPPP: Child Protection Focal Point
CPO: Child Protection Officer
CRS: Catholic Relief Services
DNRS: National Division of Social Reinsertion
HRTJS: Human Rights & Transitional Justice Section
IDP(s): Internally Displaced Person(s)
IFA: Germany’s Institute for Foreign and Cultural Affairs / Institut für Auslandsbeziehungen
IOM: International Organization of Migration
MDG: Millennium Development Goal
MSS: Ministry of Social Solidarity
PDHJ: Provedoria for Human Rights and Justice
PRADET: Program for Psychosocial Recovery in East Timor
RDTL: Republica Democratica de Timor-Leste (the Democratic Republic of Timor-Leste)
TAHRE: Transformative Arts and Human Rights Education
UNICEF: United Nations Children’s Fund
UNDP: United Nations Development Programme
UNTL: Universidade National de Timor-Leste (National University of Timor-Leste)
VIDA: Volunteering for International Development from Australia
VPU: Vulnerable Persons Unit

Table Of Definitions

Adat – a customary system of justice
Aldeia – village
Ashram – a boarding house run by Catholic nuns
Chef de Suco – head of governmental level below sub-district
Chef de Aldeia – head of village; the governmental level below Suco
Child Protection Focal Point – community members appointed by the Minister of Social Solidarity who act as liaisons/reporters between communities and the Ministry of Social Solidarity Child Protection Unit in regards to child protection
Eden – A global financial capacity building and training organizations for NGOs
Feto Rua – women representatives who serve on the Suco Council
Lia Nains – those who traditionally resolve local disputes
Lisan – a customary system of Justice
Rede Feto – a national woman’s organization that provides assistance, advocates for women and carries out research
Suco – structural level under sub-district
Mission
To contribute to peace-building and sustainable human development by facilitating the psychosocial recovery of conflict-affected, vulnerable and at-risk children and youth, and by developing the knowledge, skills and values of community leaders, young people and their care-givers in the areas of human rights, children’s rights, child protection and non-violent conflict transformation.

Vision
To transform mistrust and violence into peace by supporting 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 Tetun name “Ba Futuru,” which means “For the Future.”

Ba Futuru is Timor-Leste's preeminent local peace building organization. Ba Futuru staff are renowned for their quality training skills and have provided educational training programs for more than 20,000 children, youth, teachers and community leaders since 2004. Various international organizations and the Timorese government regularly contract Ba Futuru to offer its training programs in locations across the country. Ba Futuru has provided trainings in nine of the thirteen districts of Timor-Leste: Ainaro, Aileu, Baucau, Bobonaro, Dili, Ermera, Lautem, Liquica and Manufahi.

Ba Futuru's activities are founded on the principles of mutual learning, capacity development, artistic self-expression and human rights based programming. Ba Futuru believes that every child counts and thus works to transform the lives of children, both through working directly with children as well as improving the skills of individuals who affect the well-being of young people. At the same time Ba Futuru works to strengthen the structures for the protection of women and children at both the grassroots and national levels, while empowering women and children as active participants in their communities.

PROFILE
BA FUTURU’S
Timor-Leste’s violent past has resulted in sustained and systematic devastation throughout the country. The history of violent conflict within the country destroyed thousands of lives and created a divided society based on fear and victimization that left deep emotional and social wounds, generating ongoing cycles of violence. After Independence in 2002, Timor-Leste started upon the difficult task of national building. Things were fairly peaceful until 2006 when political and civil unrest ensued and infighting began between the police and military. Between 2006 and 2008 the country underwent a stage of unrest that led to widespread anxiety and distress as well as the displacement of more than 150,000 people out of a population of approximately one million. A lack of adequate education, unmet expectations, unemployment and the extremely high population of young people who were not in school or employed has contributed to past violence and civil unrest. With historical and relatively recent trauma occurring throughout the country many Timorese continue to have difficulty living a “normal life.”

In 2008 and 2009, Internally Displaced Persons (IDP) camps and transitional shelters, which opened after the 2006 conflict, were finally closed and many families began the reintegration process into their original or new communities. The reintegration of IDPs led to a high potential for conflict within reinsertion communities. Suco (village and sub-village level) elections took place towards the end of 2009 and in many communities new leaders took charge of local governance. Many of the new leaders require assistance in developing their skills so that they can successfully fulfill their role of mitigating conflict at the local level and assisting vulnerable populations.

There is a lack of respect for the rights of women and children in Timor-Leste. Traditionally men control the power in Timorese culture, and this is manifested in a social structure that often relegates women and children to roles that render them vulnerable and disempowered. The majority of domestic violence, sexual exploitation and abuse in Timor-Leste goes unreported. However, even when cases are reported they are often dealt with through traditional justice mechanisms at the local level. Decisions made by local leaders about domestic violence often violate international human rights norms, which Timor-Leste has undertaken to respect. Often in cases of rape and sexual violence, child victims are forced to leave school and feel that they cannot go to the police. Due to the dowry system, which is commonly used across Timor-Leste, many men consider women as property. Women and children lack power at the village level and in their home and traditionally can not stand up to men while still children. In addition, there is excessive use of violence as a disciplinarian measure and as a means for solving disputes. As a result there is a pressing need for interventions to support women and children. Timor-Leste is a new country and government entities for protection and access to justice are still taking shape. Knowledge on how to access these entities is lacking at the local level. For Timor-Leste to sustain peace, these are some of the needs that need to be addressed.
As a consequence of the immense loss of life through the history of forced starvation, extrajudicial killings, torture and disappearances, in combination with one of the highest birthrates per capita in the world, Timor-Leste has an extremely young population. Over half of its citizens are under 15 years of age and approximately 75 per cent of the population is under 25.

While conflict and poverty have affected the population as a whole, young people, due to their vulnerability and dependence, are disproportionately affected. Children and youth need psychosocial interventions in order to help them process their experiences and to safeguard their wellbeing.

The violence and anxiety experienced by young people during armed conflict, and directly address the harms suffered by children. The current sense of disempowerment must be combated and young people must be assisted in gaining essential life-navigating skills. Such skills are required to foster a nation, and indeed a world, where extreme poverty is overcome while peace and security are assured. Ba Futuru’s programming channels the vibrancy and passion of Timorese children and youth into constructive activities and empowers young people with new skills and goals, a crucial step toward lasting peace.

Tahre Program

Ba Futuru’s Transformative Arts and Human Rights Education (TAHRE) Program was developed in 2004 in order to strengthen the capacity of Timorese to create and sustain peace in Timor-Leste. The primary curriculum of the TAHRE Program is called the TAHRE Guide and was originally used with children in orphanages. The TAHRE Guide teaches participants about their own rights, the rights of others, and how to reduce violence in their everyday lives. There are two versions of the TAHRE Guide currently being used: one for youth and adults, and one for children. The version of the TAHRE Guide that has been developed for youth and adults provides skills development in the areas of non-violent discipline and respect for human rights. In addition to the TAHRE Guide, the Ba Futuru-produced Positive Discipline Manual has been used for TAHRE program trainings to provide youth and adult participants with specific information about the importance of non-violent discipline and respect for children’s rights.

The TAHRE Guide is available on the internet for use by external organizations and was adapted for use in countries in Africa, Latin America and in various locations in the United States of America. Access to the guide can be found on Ba Futuru’s website at www.bafuturu.org.

One youth participant stated:

Before... every day, I stayed at home and played. But, after I learned about the center, I came to the center to attend classes like English and TAHRE [Transformative Arts and Human Rights Education]. In English class, I was able to speak with people from other countries. In TAHRE, I learned about human rights—children’s rights and adults’ rights. I think the TAHRE program is really important for me.

Before I knew about this program, many times I tried to create problems. Also, I didn’t have a good understanding about human rights, violence, conflict, adult rights and child rights. Now I feel happy because...I learned many things in this center that can empower me in the future.
In 2009, Ba Futuru engaged more than one thousand participants including children, youth, parents, civil society actors, members of martial arts groups and gangs, teachers and community leaders with intensive trainings on peace building, human rights, civic education, conflict resolution, child rights and/or child protection training seminars based on Ba Futuru’s TAHRE curriculum and the Positive Discipline Manual (please see Annexes for the details on training dates, locations and participant numbers).

Achievements

Training participants benefited from:

- Enhanced conflict resolution, mediation and peace building skills;
- Psychosocial activities for coping with, and overcoming, their experiences of violent conflict;
- Practiced problem solving skills;
- Knowledge of child rights, human rights and self-worth;
- Positive discipline strategies.

Outcomes:

- More than one thousand children and youth benefited from psychosocial activities and skill building trainings at Ba Futuru’s Peace Center in Comoro, Dili and in Tasi Tolu in 2009.
- Ba Futuru held 28 sets of conflict mitigation workshops with more than nine hundred community leaders, teachers, youth, children, CRTs, martial arts and gang members and other community members strengthening skills for conflict mitigation and resolving problems without the use of violence.
- Ba Futuru provided seven child protection trainings including positive discipline lessons reaching 157 key actors in the protection sector including Child Protection Focal Points, UNMIT Human Rights and Transitional Justice Section (HRTJS) staff, teachers, civil society actors, youth, parents and community members.
- 35 service providers working in safe houses, government social service institutions, and NGOs across Timor-Leste received an internationally accredited training program on community recovery - including units on trauma healing and counseling - from Southern Cross University lecturers.

Community Peace Building Support Network

By instilling confidence in non-violent methods and practices at various levels in Timorese society—a move toward sustainable peace can be achieved in Timor-Leste. The Community Peace Building Support Network project helped to build capacity in the areas of non-violent conflict resolution and prevention at the grassroots level supporting a peaceful future for Timor-Leste. The projects also allowed for six teams of Ba Futuru-trained facilitators (the Community Response Teams) to engage, support and educate key stakeholders in peace building within their communities. With generous funding from Germany’s Institute for Foreign Cultural Affairs (Institut für Auslandsbeziehungen, ifa), the Community Peace Building Support Network project was implemented in the city of Dili, the capital of Timor-Leste, and Atauro Island between August and December of 2009.

This project made it possible to train 188 community members (including community leaders, youth representatives, students, ex-prisoners and members of martial arts groups) in six conflict-prone communities. An overwhelming majority of training participants reported that they were able to better understand ideas and skills related to conflict resolution and implement conflict mitigation strategies in their own lives. Further, the project supported the display of six community billboards with anti-violence and child protection messages in the target areas.

Due to the success of this project Ba Futuru is committed to continuing to use the new model in the future. The Community Peace Building Support Network project contributed to conflict resolution efforts in Timor-Leste through educating and empowering community members and youth leaders on aspects of conflict resolution, conflict transformation, conflict analysis, negotiation, mediation, human rights, civic education, gender equality, rumor management and democracy. The trainings engaged community members in five high-risk reintegration communities in Dili, contributing to the government’s priority for 2009 for the peaceful reintegration of families, a key part of the larger National Recovery Strategy. The sixth training program provided members from various rural villages of Atauro Island with new skills for conflict mitigation leading to increased potential for rural development, another government priority.

2009 PROJECTS

- Community Peace Building Support Network
- Income Generation, Peace & Development Project for Atauro Island
- Peace Building Psychosocial Recovery Project
- Peace Building Support Project
- Youth Integration and Development Initiative

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Peace & Development

**Income Generation**

structures were strengthened assisting with women, local infrastructure and governance activities and training for youth and poverty reduction, income generation effective and clean government. Through human resources development and for 2009 in the areas of rural development, the government of Timor-Leste's priorities from all five sucos. This project supported on turtle protection, and conflict mitigation empowerment, nutrition training, education ec included tourism promotion, women's the Office of the Prime Minister. This proj-

**Project for Atauro Island**

In an effort to bring income generation opportunities to the most rural part of Dili District - Atauro Island, where people are living under extremely impoverished and difficult circumstances - Ba Futuru worked together with the atua-based organization Roman Luan to enact the pilot of the Income Generation, Peace & Development Project in 2009. This project was fully funded by the Office of the President and the Democratic Republic of Timor-Leste's Civil Society Fund under the Office of the Prime Minister. This project was incentivized for Atauro, Manecas da Conceicao Soares, remarked:

*This project has already begun to give real opportunities to the people of Atauro to improve their economic situation and achieve sustainable development. Through education and the conservation of our rich natural resources, this project helps us to develop our island.*

The tourism promotion component of this project helped to increase income generation opportunities for islanders. Ba Futuru created a tourism website for the island, as well as a magazine titled Atauro Island of Adventure, and tourism information boards. In addition, Ba Futuru worked with Roman Luan in restructuring its main asset, the Tua Kini Rico Lodge (one of the two main visitor accommodation sites on the island), in order to increase its income generation capacity.

An additional element of this project included two five-day intensive trainings that engaged a total of 43 community leaders from all five sucos of Atauro Island on conflict resolution, conflict analysis, conflict scenarios and to build peace and development for Atauro Island.

**In November, Ba Futuru facilitators held a special four-day peace-building workshop in Makadade suco due to the violence that took place there in October stemming from the suco level elections. This training provided youth and community leaders with skills for analyzing and resolving their conflicts without the use of violence. Helio Roberto Reis Dias, the lead facilitator in Makadade, reported that he felt the training was very effective due to the fact that it was done directly with the people who were involved in conflict during the suco elections. In November, Ba Futuru supported the Office of the President's initiative to create the first international fishing competition on Atauro Island by providing logistical support, community negotiations, and beach clean up.
Since 2006, Ba Futuru has been working to further develop the psychosocial recovery component of the TAHR Program. Due to the void of skilled trauma healing service providers in Timor-Leste, Ba Futuru began reaching out to partners in order to gain skill enhancement for its own staff on trauma healing and community recovery. Therefore, once partnerships were set up making community recovery trainings available, it was decided to open these trainings up to others working in trauma and community recovery.

Ba Futuru managed the Community Recovery Training Project between 2007 and 2009. This project allowed for the provision of an internationally accredited training program in Timor-Leste based on the highly esteemed trauma-healing curriculum of Professor Judy Atkinson. The lecturers and corresponding practical application components were led by a dynamic Timorese woman named Ina Verella Bradford, who has a master's degree from Southern Cross University, together with various visiting lecturers from SCU. After eight levels of study, ten students received a graduate level diploma in Community Recovery from Southern Cross University. The Diploma includes theory and practical sessions on: trauma healing; counseling; community violence and recovery; loss and grief counseling; recreating the city of memory and well-being; working with children in regard to prevention and healing; working with youth; and women and men's healing and recovery. Six Ba Futuru staff completed the Diploma in 2009 and more than 30 additional service providers from safe houses, government agencies and mental health NGOs across Timor-Leste received training as part of this project. AusAID and Southern Cross University were the primary sponsors for this project, with additional financial and in-kind contributions from Timor Children’s Fund, HOPE, Pratad, Ba Futuru and UNICEF.

Mrs. Bradrige, the main lecturer for this project, explains the progress of the students who are also service providers in their communities:

I have observed that some of the students who were previously closed off and now are able to open themselves up and share their experiences and pain. Many of the students, who are also trauma recovery service providers, have learnt to better listen to others and understand their clients’ perspectives from their problems. I was particularly impressed by the fact that a few of the students have been able to overcome extremely difficult circumstances in their own private lives and are ready to help others.

This project built on Ba Futuru’s prior success working with at-risk populations, including children and youth living in high conflict areas, prisons, transitional shelters and IDP camps. Through this project, Ba Futuru supported MSS’ reintegration initiative by engaging youth, teachers, Child Protection Focal Points (CPFPs) and community leaders in seminars enhancing their understanding of conflict mitigation, human rights and child protection issues, as well as providing hundreds of additional children and youth with psychosocial and skill building workshops at Ba Futuru’s Peace Center in Comoro, Dili.

### Ba Futuru’s Peace Building Support Project

Ba Futuru’s Peace Building Support Project aimed to build trust and strengthen community leadership and cohesion. The United Nations Development Programme (UNDP), with funding which they received from AusAID, provided the majority of financial support for this project. These funds came from the Hamutuk Hari’i Konfarsa funding scheme that was overseen by the UNDP in coordination with the Ministry of Social Solidarity (MSS). This project supported Timor-Leste’s National Recovery Strategy by providing skill development opportunities on conflict mitigation in areas that received a large number of families returning from IDP camps as a result of the 2006 crisis and its aftermath. Between October 2008 and September 2009, a total of twenty intensive training seminars reaching 509 at-risk youth, community leaders, youth representatives, martial arts members, teachers, Child Protection Focal Points (CPFPs), community and project leaders were held.

In January, Ba Futuru trained youth and community leaders in Comoro, teachers in Baucau, and the leaders of gangs and martial arts groups in Dare. In February, Ba Futuru trained additional community leaders in Baucau. In March, Ba Futuru conducted trainings with community leaders in Beto, youth and community leaders in Camea, and youth and community leaders in Venilale, Baucau. In April, Ba Futuru facilitated trainings in Metait and Beto for community leaders and youth. Also in April, follow-up meetings were held with participants of previous trainings in various locations throughout the districts of Dili and Baucau. In May, Ba Futuru continued trainings and worked with the MSS Dialogue Team members and community leaders. See more information on the results from these training in the following section entitled “Community Peace Building” and in the report Annexes.
UNICEF and Plan International’s 2006 joint report on Timor-Leste, entitled “Speak Nicely To Me,” cites that, in Timor-Leste, “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.”

In order to help reduce the prevalence of violent discipline practices, Ba Futuru has developed a training curriculum and resource materials on child protection and positive discipline. This initiative was undertaken in 2006 after childcare staff in orphanages expressed a need for more information on non-violent ways to discipline children.

In 2008, Ba Futuru augmented its prior experience in training teachers and caregivers by developing a more comprehensive child protection and positive discipline training. This training includes units on:

• Child rights;
• Children’s psychosocial needs;
• How to identify children at risk and investigation strategies;
• The negative impacts of physical discipline;
• Positive discipline strategies;
• How to respond to children at risk and report child protection cases.

Materials for this training were drawn from Ba Futuru’s Transformative Arts and Human Rights Education Guide and Positive Discipline Manual.

Youth Integration and Development Initiative

The Youth Integration and Development Initiative led to the creation of a vibrant youth center in Dili, which is called the Peace Center (Sentru ba Dame), by the local community. In order to actively and positively engage Timor’s largest and most critical demographic—young people—in 2006, Ba Futuru partnered with Edge-ucate.org and Uma Juventude to develop this Peace Center in order to provide outlets and activities for young people to enhance their personal and social development. During 2009, support from Austin Community Foundation, the British Embassy in Jakarta, Global Fund for Children, the Japanese Embassy in Dili, Timor Children’s Fund, UNDP and the UNMIT made it possible to continue the important programming being provided at the Peace Center through infrastructure improvements and allowed for the building of a new office for Ba Futuru and a training facility next door to the center. For the details of the types of activities that are involved in this project and their outcomes please see the following section entitled “Ba Futuru’s Peace Center.”
The Positive Discipline Manual and corresponding training modules were used to reduce the use of physical discipline as well as to provide positive discipline strategies. 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 details reasons why violence and physical punishment should not be employed with children. The ideas from the Positive Discipline Manual and the corresponding trainings have been well received. Teachers who participated in the trainings stated that the discussions stemming from trainings have given them new ideas and important information to learn about positive discipline after realizing that it can have negative impacts on children.

In a country where many people do not yet recognize that there are negative impacts of physical punishment, providing parents, teachers, community leaders and other caregivers of children with information about the negative impacts of physical punishment, while also helping them to build positive discipline skills, is instrumental to stopping the cycle of violence in homes, schools and communities. Hence, the Child Protection and Positive Discipline training have become an integral way for Ba Futuru to achieve its mission of peace building in Timor-Leste.

During 2009 Ba Futuru provided six training seminars on child protection and positive discipline for 145 participants including teachers, Community Response Team members, parents, teachers, UNMIT HRT/S staff, members of the child protection network in Baucau and Minis-try of Social Solidarity district-based Child Protection Officers (CPOs) as well as other national staff. Through these trainings Ba Futuru was able to positively impact the lives of children throughout Timor-Leste. Training participants included teachers on child protection and positive discipline in Baucau District. The training in Baucau was in collaboration with Children in Crisis Protection Officers (CPOs) as well as to provide positive discipline strategies. 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.

Child Protection Training of Teachers in Baucau
In January of 2009, Ba Futuru trained teachers on child protection and positive discipline in Baucau District. The training was in collaboration with Children in Crisis and twenty-four teachers from Baucau attended. The following statistics and quotations reflect the success of the Ba Futuru training and the need for further education for teachers and other individu-als engaged in child protection. Noting the strong change in his thinking in regard to child protection as a result of this training, one participant and teacher in a Baucau school noted:

“I am one of the angriest teachers in my school, I always use physical punishment and beat the students when they are naughty. When they were naughty in the classroom, or when they didn’t do their homework, I would call them to the front of the class and pinch their knees so they wouldn’t do the same things. When I had this training, I stopped training them. I tell them if they did not follow the rules then they should stay outside during my class. [In one case] I called a child’s parents to speak with the head of the school so as to have a dialogue with him. After that, the students came back and attended the lessons and it went well.

A third grade teacher in Vemase, Baucau District, stated that prior to Ba Futuru’s training, he used to beat his wife, his children and his students, but after the training he stopped completely. He also in-dicated that he told a community member, who was surprised by the sudden change in his behavior, that he had changed because of the knowledge he gained in the Ba Futuru training.

In April of 2009, Ba Futuru held follow-up sessions with the 16 teachers, one headmaster, and 75 students at schools in Baucau where teachers had previously received training. The headmaster from the training in Baucau reported that 98% of the teachers from the previous training had stopped hitting their students. Ba Futuru met separately with students and asked them if their teachers’ behavior had changed. Seventy-five students from grades 4, 5 and 6 reported that before the training, they were less likely to take the punishment that their teachers gave them. After the training, 41 of the 75 students (55%) reported not having been hit since the training. The remaining 34 students (45%) reported a continua-tion of some form of physical punishment; however, many of these students indicated that the punishment was less severe and less frequent than it had been prior to the training.

In the follow-up evaluation, one teacher said:

[In the past] when the students didn’t get good results, I would strike them. I felt if I didn’t hit them, they wouldn’t learn any-thing. I used physical punishment, and asked them if their teachers’ behavior had changed. Seventy-five students from grades 4, 5 and 6 reported that before the training, they were less likely to take the punishment that their teachers gave them. After the training, 41 of the 75 students (55%) reported not having been hit since the training. The remaining 34 students (45%) reported a continua-tion of some form of physical punishment; however, many of these students indicated that the punishment was less severe and less frequent than it had been prior to the training.

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Capacity Building for Ministry of Social Solidarity Protection Staff

In October of 2009, Ba Futuru coordinated with the Ministry of Social Solidarity to provide training on child protection and positive discipline for Child Protection Officers (CPOs) from each district of Timor-Leste as well as the national child protection staff. This training, which was funded by UNMIT's Human Rights and Transitional Justice Section, was done for a total of 18 participants.

Through this training, Child Protection Officers, who act as contact points for case management of child protection issues at the local level in each district, increased their understanding of how to identify at-risk children. Additionally these key actors were able to develop new skills to assist them in working with teachers to enact positive discipline and classroom management strategies. Moreover, National MSS child protection staff were empowered with new skills to assist them in better performing their important work in the area of case management and shaping the child protection system.

After the training, one Child Protection Officer stated:

“In this two-day training I got the opportunity to learn new things that were really useful. This training helped me to understand how to link the specific needs of children to child rights and the four principles of how to support and protect the children. I also had a great time when we did the practical application and had the opportunity to meet with the kids directly. This practice taught me how to provide animation for the kids who don’t know us yet. I felt happy because I could learn these new methods from Ba Futuru facilitators. As a CPO we should know how to engage with the children. Ba Futuru facilitators were excellent.”

Following the training and practical application experience, CPOs and National Child Protection staff have shown on their Field Visit Reports that they are much better able to identify subtle indicators and signs of abuse, violence, disability, neglect and trauma. For example, now if a child is withdrawn from the group and not able to participate in activities, they realize that this may indicate a problem. They are also now able to use methods taught in the training to find out more from the child or from the child’s friends, family or neighbors.

Participants and trainers alike appreciated the fact that the training was accompanied by practice. They felt that this welding was very useful in helping them to understand the practicality of the lessons that they had learnt. Moreover because they were able to practice identifying children’s problems in real life situations, they felt more ready to continue with this type of work in the future.
Training for UNMIT Human Rights and Transitional Justice Section

Due to a scheduling conflict, UNMIT HRTJS staff were not able to attend the child protection training for the Ministry of Social Solidarity. Therefore Ba Futuru agreed to hold a separate training specifically for the Human Rights Section staff in November of 2009. This training was held in the UNMIT conference room on November 24th and 25th. The total number of participants that attended the trainings was 14.

In regard to the training one international participant reported:

This training was really good as it offered us an opportunity to reflect on how to interact with children. The lessons in this training will help us to implement our program in the future. I also want to share the theories with members of my family in order that they can know how to protect children and treat them in a better way.

Another perspective on the training was provided by a Timorese Human Rights Officer, who said:

Thank you to Ba Futuru for offering this information to us, which helped me to prepare myself so I can do my best to look after and protect my own kids. I learned new theories in relation to positive discipline and the principles to protect the children. Even though that information is still new for most parents in Timor-Leste, I believe that slowly they can understand how important a child is in their family.

In the post-training evaluation one female participant reported:

This training was really good as it offered us an opportunity to reflect on how to interact with children. The lessons in this training will help me to do my work in remote areas, and I can also use these skills with my family.

Training of Baucau Child Protection Network Members

In early December of 2009, Ba Futuru provided training on child protection and positive discipline to the Child Protection Network in Baucau with support from Catholic Relief Services (CRS). The objective of this training was to orient the participants on children’s psychosocial needs, how to identify children at risk, positive discipline strategies, understanding the negative impacts of physical discipline, referral pathways and how to respond appropriately to at-risk children. Training materials were drawn from Ba Futuru’s Transformative Arts and Human Rights Education (TAHRE) guide and Positive Discipline manual. The 24 participants that followed the training included individuals from: CRS, Internationals Organization of Migration Baucau, PDHJ, Caritas, Police from the VPU (Police Vulnerable Person’s Unit), MSS (including the Baucau Child Protection Officer), the Department of Mental Health, the Baucau safe room, the Alola Foundation and many other local organizations.

After the training, police officer from the VPU, stated:

I realized that I really learned a lot from this training. In my daily life and in my family, I always use violence—especially to discipline my children. Even though I understand a bit about human rights, I did not implement this practice in my life every day. During the two days of training, I felt the information was strongly related to my real life and I felt regret for all the negative things that I have done to my family and my children. As a police officer, I always find many cases in the community about violence against children. Now I will try to apply the information that I got in this training. Firstly, I will start with my family before applying it to other people. During these two days of training I have learned how to transmit good information and educate my family. Of course, slowly I will change my past attitude and bad things to positive things. I will try to control myself so as to not use more violence against the children in my family and other people. I think that I still have a chance to make the best of my life.
Training participant from Caritas, Baucau stated:

Before the training, I already had a base knowledge about a child’s life, but from the information in this training I have been more empowered and reminded of the lessons about children. Looking back at my childhood, my parents always used physical punishment with me. They beat me and punished me a lot. They thought it would make me a good child and, in the future, a good person. I realized in the process of my life, somewhere, I lost respect for them. Now I am a mother of my little girl; I will teach and discipline her in a positive way. I will use the principles of child protection and apply it to my life and my daughter so that she does not face these negative experiences like me.

The participants reported that this training enhanced their ability to work with children and their parents in the community.

The participants spoke about the reality in Baucau:

There are a lot of parents in the community that still think that beating children or using physical punishment are effective ways to discipline children. They don’t yet understand how to treat children in a positive way. Even though our nation has already ratified the convention on the rights of children, we still have violence against children. We hope that Ba Futuru can share this good information to all communities in the remote areas across Timor-Leste for parents, teachers and people who look after the children. In this way, they could understand and know about child rights, the negative impact for kids who have been abused and the principles for child protection as well as use positive discipline with children. We believe that if we work together and strengthen this child protection network, in the future we can minimize the violence used against children.

In 2009, Ba Futuru held 28 sets of workshops on the TAHRE guide for community leaders, at-risk youth, children martial arts and gang members, civil society actors and other community members. Overall, more than 900 participants followed these trainings; strengthening conflict analysis, mitigation and prevention skills, while also providing participants increased knowledge of human rights, gender equality, decision-making, civic education and protection. From January to September of 2009, Ba Futuru continued conflict mitigation trainings as part of the Hamutuk Hari’f Futuru campaign led by the MSS and UNDP. Ba Futuru focused its TAHRE trainings on youth and community leaders in high-risk reinsertion areas in Aileu, Dili and Baucau Districts in order to help prevent violent conflict in the reintegration process. Ba Futuru engaged over 500 adults and youth—including community leaders, teachers, martial arts leaders, ex-prisoners and youth representatives as part of this effort.

As a member of the Dialogue Team, I have previously attended conflict resolution training that was facilitated by international trainers, but often I was confused by the translations and felt I lost some of the significance. I felt good following this training because it was facilitated by Timorese people. The training helped me to build my capacity and better understand how to analyze conflict. I have learned many new lessons and instruments that will help me to analyze and transform conflicts that occur in the communities in which I work. I recommend that you continue this training in the future.
After Ba Futuru’s project funding from UNDP was finished at the end of September, Ba Futuru was able to continue to carry its peace building trainings through a related but different project, the Community Peace Building Support Network project, funded by IIPA Germany, which allowed training of Ba Futuru to the community trainings, 30 individuals from five communities in Dili were identified and recruited to become members of first Ba Futuru Community Response Teams (CRTs). These teams were organized and trained to provide conflict identification, education and mediation mechanisms working at the grassroots level.

The Community Response Team members conducted outreach and assisted in the facilitation of community trainings on conflict mitigation using Ba Futuru’s TAHRE manual in six conflict-prone communities within Dili District including: Manleuana, Bidau, Atauro Island, Becora, Bairo-Pite and Tais Tolu. Between September and December of 2009, together with Ba Futuru the CRT members trained 188 community members (including community leaders, youth representatives, former prisoners, members of gangs, and martial arts group members). After these trainings, 86 percent of the 188 respondents reported a better understanding of conflict resolution. Ba Futuru’s community trainings are life transforming strategies for people to accept and recognize that using violence was the best way to resolve conflict; however, after the training all 34 participants, 100%, reported that they now felt it was better to resolve conflict without violence. In addition, 72% of the respondents expected that after the training they understand conflict transformation better.

A 22-year-old youth leader in Bairo Aliok-laran in Becora shared his feelings:

“I feel really happy about this training as I am someone that used to like being involved in conflict, I would often spread nasty rumors, use my slingshot to hurt people, and burn down houses. Many people told me this was bad, but it is only now, through this training, that I understand why. I honestly believe that I will change my behavior from now on in order to promote love and peace in my family and community.”

A follow-up session and evaluation was held with participants from Becora on December 7th of 2009. Of the 23 participants involved in the follow-up, all 23 participants reported a change in their behavior since the training in an attempt to stop using physical and emotional violence in their everyday lives. 100 percent reported having used TAHRE materials since the training. The same youth leader as above, at the follow-up evaluation said he had recognized from the training that connection to family and community was very important and he was now in the process of rebuilding those connections.

This Community Peace Building Support Network project was successful as a result of the following principal factors: 1) Ba Futuru staff invited dynamic young people from past TAHRE trainings to participate as CRT members which allowed for a strong bond to form among them which in turn became empowered to develop the knowledge and skills of their community members to participate as key agents for positive change, changing their own perceptions of themselves as well as gaining respect from their community members and families. The external evaluation of the Community Peace Building Support Network project found that “had successfully used their newly-learnt conflict resolution skills.”

In November of 2009 the Becora CRT led a training for 34 participants. Before the training, a staggering 70% reported thinking that using violence was the best way to resolve conflict; however, after the training all 34 participants, 100%, reported that they now felt it was better to resolve conflict without violence. In addition, 72% of the respondents expected that after the training they understood conflict transformation better.

Another dialogue team member stated: Before I saw problems but I didn’t have the patience to try and resolve the difficult ones. This training has helped me very much, especially with the difficult ones. This training helped me to understand conflict better and how to resolve problems ensuring everyone’s satisfaction. I use the materials that I have learned and implement them in the community and within my home.”
opportunities for practicing and developing child protection, as well as providing them with the tools and skills in conflict resolution that impact on the well-being of women and children due to Timor-Leste’s predominant use of the adat or lisan customary justice practices. In regard to conflict resolution, community leaders often serve as de-facto judges who make decisions that impact people’s everyday lives.

Decisions made through traditional justice practices often violate international human rights norms, which community leaders are usually unaware of. However, when leaders are provided with the tools to make decisions that respect, by disregarding or considering the content of the training, they tend to take the lessons about gender equality more seriously.

In addition, female involvement in Ba Futuru’s conflict mitigation trainings empowers women to take stronger roles in local level decision-making and dispute resolution. For example, an elected female member of the village council gave the following comments on the TAHRE curriculum in her post-train- ing interview in January (she had followed two trainings in October of 2008 in Comoro, Dili):

This training has been very beneficial and the material we have learned has been helpful. The training developed my ability about child protection and provide us with the tools and skills in how to assist internally dis- placed people who are reintegrating into the community from IDP Camps. We need to avoid discrimination oc- curring between families in the commu- nity and manage any conflict that occur in our families and communities. I have practiced what I learned from the training in my life, the lessons that impacted the partici- pants’ problems. They were fighting for property (land and house) in my village. Both parties wouldn’t accept the others’ claim and were judging one another. We explained to them the law and in the end both parties were satisfied with the decision and results. I myself did not run this process, but I consulted constantly with the Chefe de Aldeia and village storyteller. We sat together and solved it through cultural means.

In an effort to engage the most remote, and undeveloped, part of Dili District, Ba Futuru focused part of its community lead- ers’ TAHRE trainings on Atuaro Island where approximately 10,000 people reside in five sucos. As a part of the Income Generation, Peace & Development Project for Atuaro Island, Ba Futuru engaged approximately 965 community leaders and Roman Luan staff at two training sites with the TAHRE Guide and the Positive Discipline Manual. Participants of the training reported the importance of engaging both men and women in the TAHRE trainings on Atuaro Island and stated the following:

In the training, I felt very happy be- cause there were only exciting lessons about human rights, conflict resolu- tion, abuse and trauma. Because conflict isn’t only fighting, but is also natural to humans in their everyday life, the lessons we have got here are very relevant to my life and facilitate my life. I often act as the moderator in the conflict solving process. In this case the conflict was solved successfully, and now the neighbors live in peace with each other. I also tried to collaborate with other women, share information about child protection and provide support when we meet.

Another training participant, this time a young woman, in Camea Ailok-Laran explained:

I never had a strong presence in the community because most of the time my role was to follow and help them. I never had a strong presence in the community because most of the time my role was to follow and help them. I never had a strong presence in the community because most of the time my role was to follow and help them. I never had a strong presence in the community because most of the time my role was to follow and help them. I never had a strong presence in the community because most of the time my role was to follow and help them. In the training, I felt very happy be- cause there were only exciting lessons about human rights, conflict resolu- tion, abuse and trauma. Because conflict isn’t only fighting, but is also natural to humans in their everyday life, the lessons we have got here are very relevant to my life and facilitate my life. I often act as the moderator in the conflict solving process. In this case the conflict was solved successfully, and now the neighbors live in peace with each other. I also tried to collaborate with other women, share information about child protection and provide support when we meet.

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In 2009, I was involved in problems with my brother-in-law because he beat my sister to death. When my brother-in-law was in a cell in the police station, I went to the police station to make a report. My brother-in-law was sent to prison. I was also involved in problems with the police many times because of the problems between me and my associates. I worked in a cell in the police station for some time because of the problems between me and my colleagues. We didn’t have unity within the organization or with non-members. We were always angry with each other, hitting each other, hatred each other. We used violence with non-members. We were always angry with each other, hatred each other. We used violence with non-members.

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I am patient unlike before. Now I will try to go forward with a more positive attitude. I am happy because I have improved my capacity—especially I understand more about human rights. In our organization, I now called together my colleagues to resolve problems in a better way. I also see my colleagues in a better way, as well as other friends outside of the organization.

Before the training, my behavior in the community was not good. In my neighborhood, I always created disturbances at night. I always went out in the evening and didn’t inform my family. But, since the training, I have become very patient. My attitude led him to act violently and throw stones against a community, but now, I try to minimize this behavior because I discovered that it will not give me an advantage in my future.

Between January 19 – 24 of 2009, Ba Futuru held a training for 10 martial arts and gang leaders affiliated with disparate groups across Dili district. The training was held in the relatively remote location of Dare in an overnight training venue so that participants could focus completely on the training and avoid distractions that might arise by being close to home. One participant reported:

Throughout my life I have been involved in violence and conflict, but have never really understood it. This training has helped me to understand conflict and I feel confident in dealing with conflicts I may have in the future.

Another participant said:

I am so happy that I had the opportunity to attend this training and it is the first training I have been involved in. I learned a lot more than I expected. I not only learned new ideas, but I also learned how to share them with others so that more people will understand how to make conflict positive.
Engaging a Gang Member

Personal transformation is the first step for many of TAHRE training participants, but when possible Ba Futuru tries to continue to engage these individuals on a longer-term basis in order to empower them to impact the lives of others. The following story is about Costa* (not his real name), a participant in a 2009 Ba Futuru TAHRE training and a recent Community Response Team member.

When he was only 23 years old, Costa was imprisoned after killing a member of a rival gang in retribution. After two years of prison, local priests tried to rehabilitate Costa but they were unable to get through to him. Costa returned to his former life and became the leader of a local gang in Dili.

A few months later, Helio approached Costa to become a member of Ba Futuru’s Community Response Team. With other members of the CRT, Costa attended an intensive, 10-day training on the island of Atauro that started off a five-month project. During this time, he received counseling from one of Ba Futuru’s counselors and community recovery experts, Vidal Campos, which helped Costa further explore the ideas he was introduced to in the TAHRE training. At this point Costa decided to stop using drugs and to continue changing his life for the better. Costa felt like this was possible as he had new friends (the CRT members and the Ba Futuru facilitators) to support him. Costa also had found a new role for himself in the community—

Rei, the Chefe de Suco, and youth leaders to conduct a training with community leaders, youth and students. The Coordinator of KORK (a martial arts group), noted his appreciation of the five-day training:

For me especially, as someone responsi- ble for a martial arts organization, this training has provided many impor- tant lessons. I have learned what hu- man rights and conflict resolution are, and I will use these lessons and meth- ods in my life. In addition, this training also provided me a deep understand- ing of mediation and its process. As a member of the younger generation, I feel these materials will help me to continue the relationship with me and she closed herself off from me. From the training I learned a lot about how to make decisions, resolve prob- lems creatively and calmly, avoid vio- lence and use mediation and negotia- tion when resolving problems. I have learned a lot about my behavior from before and I now look on violence in my life. Now, I feel very happy as my girlfriend has seen that I have changed my behavior and wants to try and continue our relation- ship together into the future.

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Ba Futuru’s Peace Center

The Peace Center was started by Ba Futuru, Edge-ucate.org and Uma Juventude at the request of President José Ramos-Horta and is now managed by Ba Futuru in partnership with the local community. More than one hundred children and youth attend Ba Futuru’s Peace Center each term, where Ba Futuru runs courses and activities on various topics including: English, and Portuguese languages, job finding skills, public speaking, sports, skateboarding, drama, photography, music, art, basic health and hygiene, traditional and modern dance, and yoga. Ba Futuru also runs courses on its Transformative Arts and Human Rights Education and Positive Edge-ucate.org and Uma Juventude at the request of President José Ramos-Horta and is now managed by Ba Futuru in partnership with the local community. More than one hundred children and youth attend Ba Futuru’s Peace Center each term, where Ba Futuru runs courses and activities on various topics including: English, and Portuguese languages, job finding skills, public speaking, sports, skateboarding, drama, photography, music, art, basic health and hygiene, traditional and modern dance, and yoga. Ba Futuru also runs courses on its Transformative Arts and Human Rights Education and Positive Education for Young People, children and youth participants evaluated the Peace Center and its programming. According to the participants, the benefits of attending the center included: making friends, learning new skills, feeling more confident, and learning about human rights and conflict resolution, which will aid them in building a peaceful future for Timor-Leste.

Many of the children served by the Peace Center are living in poverty as their parents are unemployed or working very low paid jobs. Often, children in this demographic drop out of school, are involved in gangs, and some of the children living near the center had already begun to succumb to these pressures before Ba Futuru intervened. The Peace Center runs for three months after which certificates are provided and a new round of courses begins. In early September of 2009, with the help of students enrolled in the International Award for Young People, 276 non-violence, mediation and negotiation. Between January and December 2009, 276 young people followed these Transformative Arts and Human Rights Education courses.

The majority of courses at the Peace Center are aimed at youth who come from communities across Dili to participate in classes at the center have found employment due to their study of English, simple seminars on CV creation and interviewing techniques and their development of positive attitudes from the TAHRE program.

13 year old traditional dancer:

I started participating in the traditional dance training sessions at Ba Futuru’s Peace Center when I was 10 years old and now I have 3 years experience in the TAHRE program. I dance the traditional dance because it has given me the opportunity to make new friends and be involved in performance at very important events with the leaders of my country. The government and other organisations often invite us to join their events and perform in public, which has allowed our dance group to gain a reputation in the community. I hope we can continue these activities in the future.23 year old English language student:

From the English class I was able to improve my vocabulary and feel confident to talk and act as an adult rather than keep using my past behaviors that put me in violent situations. I think that the tutors’ methods and the curriculum were good. I learned how to write my own CV and became confident attending an interview, and speaking in front of a public audience. Now I am a teacher at one of the local centers in Dili.

22 year old TAHRE student:

After the training, I was an angry person and not cooperative well with the community. Also, I was not patient when I had a lot of problems. But now, after this training, my life changed in a big way because now I am someone who is patient when I have problems. When my younger brothers are naughty, I speak nicely to them and teach them not to use violence and not to be naughty. I am an example for them and I hope we can continue these activities in the future.23 year old English language student:

Before coming to the center at home I was very lazy and I would cry if I didn’t get what I wanted. But now, after coming to the center, I have become diligent. I am not angry and I don’t cry like before. The Peace Center was started by Ba Futuru, Edge-ucate.org and Uma Juventude at the request of President José Ramos-Horta and is now managed by Ba Futuru in partnership with the local community. More than one hundred children and youth attend Ba Futuru’s Peace Center each term, where Ba Futuru runs courses and activities on various topics including: English, and Portuguese languages, job finding skills, public speaking, sports, skateboarding, drama, photography, music, art, basic health and hygiene, traditional and modern dance, and yoga. Ba Futuru also runs courses on its Transformative Arts and Human Rights Education and Positive Education for Young People, children and youth participants evaluated the Peace Center and its programming. According to the participants, the benefits of attending the center included: making friends, learning new skills, feeling more confident, and learning about human rights and conflict resolution, which will aid them in building a peaceful future for Timor-Leste.

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Changes to Peace Center Infrastructure in 2009

In 2009, Ba Futuru relocated its offices from Vila Verde to Rai Kotu, adjacent to Ba Futuru’s Peace Center. With generous funding from the Japanese Embassy in Dili, Ba Futuru was able to construct a training facility and new office space next to the Peace Center. After completion of the building, Ba Futuru moved into the office on May 13th, 2009. The training space was officially opened on June 11th in a ceremony attended by the Japanese Ambassador and President of the Democratic Republic of Timor-Leste. The ceremony gave the youth and children an opportunity to display their talents, including traditional dancing, and become involved in the celebrations.

Since moving in, the upstairs area of the building has been utilized for trainings and capacity building workshops for government officials, civil society actors, youth, kids, community members and staff. The relocation of Ba Futuru’s offices increased oversight, management and involvement of staff and volunteers with the day-to-day activities occurring at the youth center. Furthermore, the development of Ba Futuru’s permanent office space next to the Peace Center, thanks to support from the Japanese Embassy in Timor-Leste, helped to solidify Ba Futuru’s peace building work in the country.

Ba Futuru is managed by a team of national and international staff. 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 to occur while maintaining the organization’s adherence to international standards. The majority of Ba Futuru’s Timorese staff trainings are conducted by external organizations. Furthermore, the development of Ba Futuru’s Peace Center, thanks to support from the Japanese Embassy in Timor-Leste, helped to solidify Ba Futuru’s peace building work in the country.

Organizational Development

In 2009, Ba Futuru made significant headway towards becoming a more sustainable institution. This was supported through ongoing capacity building exchanges between local and international staff and trainings by external organizations. Furthermore, the development of Ba Futuru’s permanent office space next to the Peace Center, thanks to support from the Japanese Embassy in Timor-Leste, helped to solidify Ba Futuru’s peace building work in the country.

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Donors And Partners

Ba Futuru’s main donors and implementa-
tion partners in 2009 were: AusAID; the
Civil Society Fund from the Office of the
Prime Minister of RDTL together with the
Office of the President of RDTL: Germany’s
Institute for Foreign and Cultural Affairs
(Institut für Auslandsbeziehungen); and
the UNDP together with the Ministry of
Social Solidarity. The Japanese Embassy in
Timor-Leste funded the building of a train-
ing facility and office at the Ba Futuru’s
Peace Center in Comoro, Dili. Additional
donors included: American Friends Service
Committee, Austin Community Founda-
tion, Australian Embassy Small Grants
Fund, British Embassy in Jakarta, Caritas
Australia, Catholic Relief Services, Children
in Crisis, Finnish Fund for Local Cooper-
a tion, Friends of Idiewilb Stables, the Global
Fund for Children, Plan International, Timor
Children’s Fund, UNMIT HRTJS and UNMIT
QIPS. Additional implementation part-
ners in 2009 included Arte Moris, Belun ba
Dame, Dalma Health, Hope, Prak-Z, Roman
Luan and Southern Cross University.

Ba Futuru received capacity building sup-
port from the Ministry of Education, Caritas
Australia, Save the Children, Ina Vanella
Bradridge, Southern Cross University, the
Justice Facility, Action Asia, EDEN, ABV,
AYAD and VIDA. Donations were made to
Ba Futuru by CPA, Friends of Idiewild Sta-
bles and Matt ‘N’ Stuff as well as various
other individual donations. AWISH Foun-
dation and Austin Community Foundation
acted as a liaison for donations from indi-
viduals in the United States.

Staff & Board

Board Members
Jessica London, Melissa Wingard-Phillips,
Pedro Aquino, Juviita Faria Periera (child
representative), Juliao ‘Cris’ Caetano and
Quijo Jose de Sousa.

Management Committee
Sierra James, Joana dos Santos Camoes,
Juliana “Lica” Marcal, Vidal Campos Magno,
Maria Elisabeth “Bety” Pereira Chan and
Lucinda Kaval.

Additional Staff
Jacinta Floresca Ximenes, Dina de Jesus
Branco, Emilia Savio, Rosa “Lulu” Jose
Mar-
tins, Youanes “John” Bouk, Helio Roberto
Reis Dias, Remego Jorge da Costa, Ju-
dit Maria de Sousa, Elisabeth de Andrade,
Jacinta “Nona” de Sousa Pereira, Zulmira
da Costa S. Pinto, Antonia Lopes, Joao
Bano Surj, Arlinda Noranio Sequeira, Maria
Gorreyt Elu, Eldina dos Santos Goncalves,
Palmira da Costa, Sean Borrell, Terezinha
Maria da Costa, Eugenio Carceres da Costa,
Mateus Soares, and Nuno Ram da Silva
Henrique Fatina (in order of involvement).

Ba Futuru was lucky to have many long-
term dedicated international volunteers
in 2009 including:

Lindsey Greising (a volunteer from the
United States), Lucinda Kaval (an Austra-
lian VIDA Volunteer), Mandy Wimetal (Vol-
unteer UNMIT translator), Matt Robinson
(content-based curriculum design); Nixon
Biluva (an accredited English teacher from
the Philippines), Tony Car (Australian Busi-
ness Volunteer, Finance), Prash Naidu, An-
drea James and Matthias James (providing
essential assistance for the Atauro project
living on the island), Frances Healy (Aus-
tralian Business Volunteer, Administration
and Board Oversight), Jamie Bayly-Stark
(volunteer from Australia) and Dawn Car-
min (a volunteer from the United States).
## Total Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>USD</th>
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<tr>
<td>Total</td>
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<td>373</td>
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## Net Earnings

<table>
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<tr>
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<tr>
<td>Current</td>
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## Balance Sheet

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<thead>
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<tr>
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<td>Fixed Assets</td>
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<tr>
<td>Total Assets</td>
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## Current Liabilities

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<tr>
<td>Capital Reserve</td>
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<tr>
<td>Total Capital</td>
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<td>Total Liabilities and Capital</td>
<td>192</td>
<td>129</td>
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* Number are represented in thousands / 000s.

*All above amounts are in USD. Ba Futuru also received donations and training fees for specific trainings from CRS, CIC, Plan International, etc that are included as part of the "other Ba Futuru Donations and Interest" category.

### Donor Funds

<table>
<thead>
<tr>
<th>Category</th>
<th>Bal end 2008</th>
<th>Grants 2009</th>
<th>Expenses 2009</th>
<th>Bal Dec 09</th>
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<tbody>
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<td>Global Fund for Children 2008-2009</td>
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<td>United Nations Development Programme</td>
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<td>Aus Aid</td>
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<td>Aust Community Foundation 2008</td>
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<td>1,650</td>
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<tr>
<td>Timor Children’s Fund</td>
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<td>7,300</td>
<td>6</td>
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<td>President’s Peace Festival</td>
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<td>Japanese Embassy</td>
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<td>American Friends Service Committee</td>
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<td>Friends of Ildewild Stables</td>
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<tr>
<td>AWDISH - Friends of Ildewild Stables</td>
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<td>Global Fund for Children 2009-2010</td>
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<td>Office of the President &amp; RDTL Civil Society Fund</td>
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<td>158,748</td>
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<td>United Nations Development Programme</td>
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<td>UNMIT QPS</td>
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<tr>
<td>UNMIT HRTS</td>
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<td>British Embassy - Jakarta</td>
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<td>Institute for Foreign and Cultural Relations, Germany</td>
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<td>Australian Embassy Small Grants Scheme</td>
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<tr>
<td>Caritas Australia</td>
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<tr>
<td>Finnish Fund for Local Cooperation</td>
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<td>17,520</td>
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<tr>
<td></td>
<td>136,765</td>
<td>422,090</td>
<td>542,790</td>
<td>16,065</td>
</tr>
<tr>
<td>Other Ba Futuru Donations and Interest</td>
<td>34,218</td>
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### Donor Funds

<table>
<thead>
<tr>
<th>Category</th>
<th>USD</th>
<th>Euro</th>
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</thead>
<tbody>
<tr>
<td>Grants 2009</td>
<td>542,790</td>
<td>16,065</td>
</tr>
<tr>
<td>Expenses 2009</td>
<td>422,090</td>
<td>136,765</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Category</th>
<th>USD</th>
<th>Euro</th>
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</thead>
<tbody>
<tr>
<td>Bal Dec 09</td>
<td>4140</td>
<td>4140</td>
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</table>
ANNEX I – TAHRE TRAININGS

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Place</th>
<th>Training Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 19 – 24</td>
<td>15 martial arts leaders</td>
<td>Dili, Dom Alessio</td>
<td>Abridged TAHRE: conflict analysis, democracy, conflict resolution and peace building</td>
</tr>
<tr>
<td>Jan 25 – 30</td>
<td>24 community and youth leaders</td>
<td>Dili</td>
<td>Abridged TAHRE: conflict analysis, democracy, conflict resolution and peace building</td>
</tr>
<tr>
<td>Jan 27 – 30</td>
<td>12 Community and youth leaders</td>
<td>Luno, Lautem District</td>
<td>Second half of complete TAHRE training including: human rights, child protection, conflict analysis, democracy, conflict resolution and peace building</td>
</tr>
<tr>
<td>Feb 23 – 27</td>
<td>23 community and youth leaders</td>
<td>Verinale, Batu Hiti, Baucau</td>
<td>Abridged TAHRE – Conflict Analysis, Democracy, Conflict Resolution and Peace Building</td>
</tr>
<tr>
<td>March 9 – 13</td>
<td>11 community leaders and youth</td>
<td>Beto, Anin Fuik, Dili</td>
<td>Abridged TAHRE: conflict analysis, democracy, conflict resolution and peace building</td>
</tr>
<tr>
<td>March 23 – 27</td>
<td>15 community leaders and youth</td>
<td>Camea, Becora, Cristo Rei, Dili</td>
<td>Human Rights Introduction and Abridged TAHRE: conflict analysis, democracy, conflict resolution and peace building</td>
</tr>
<tr>
<td>March 23 – 27</td>
<td>15 community leaders and youth representatives</td>
<td>Verinale, Cian-Laba, Dili</td>
<td>Abridged TAHRE – Conflict Analysis, Democracy, Conflict Resolution and Peace Building</td>
</tr>
<tr>
<td>April – June</td>
<td>10 youth</td>
<td>Peace Center, Rau-Kotu, Dili</td>
<td>TAHRE complete; leadership and presentation skills development</td>
</tr>
<tr>
<td>April 17 – 19 &amp; 12 – 13</td>
<td>32 members of the youth group</td>
<td>Tasi Tolu</td>
<td>Abridged TAHRE: conflict analysis, democracy, conflict resolution and peace building</td>
</tr>
<tr>
<td>May 18 – 19</td>
<td>14 HESS Dialogue Team members</td>
<td>Becora, Camoissana Sisters, Dili</td>
<td>Abridged TAHRE: conflict analysis, democracy, conflict resolution and peace building</td>
</tr>
<tr>
<td>July 7 – 9</td>
<td>29 youth</td>
<td>Peace Center, Rau-Kotu, Dili</td>
<td>TAHRE complete; leadership and presentation skills development</td>
</tr>
<tr>
<td>July 28 – 31</td>
<td>24 community leaders and youth</td>
<td>Dili</td>
<td>Abridged TAHRE: conflict analysis, democracy, conflict resolution and peace building</td>
</tr>
<tr>
<td>Aug 10 – 14</td>
<td>15 community leaders and members and Roman Luan staff</td>
<td>Dili</td>
<td>TAHRE: conflict resolution, conflict transformation, conflict analysis, negotiation, mediation, introduction to human rights, and civic education (i.e., gender equality, rule management, democracy)</td>
</tr>
</tbody>
</table>

Participants Place Training Modules

Aug 10 – 14 25 community leaders and members and Roman Luan Staff Tasi Koi, Alulo Island, Dili TAHRE: conflict resolution, conflict transformation, conflict analysis, negotiation, mediation, introduction to human rights, and civic education (i.e., gender equality, rule management, democracy)

Sep 2 – 12 30 Community Response Team (CRT) members Tua-Koi, Alulo Island TAHRE complete; leadership and presentation skills development

Nov 16 – 20 34 community members and youth Becora, Dili TAHRE: conflict resolution, conflict transformation, conflict analysis, negotiation, mediation, introduction to human rights, and civic education (i.e., gender equality, rule management, democracy)

Nov 23 – 26 29 youth, community leaders and members Suco Administration Building, Makade, Alulo Island TAHRE: conflict resolution, conflict transformation, conflict analysis, negotiation, mediation, introduction to human rights, and civic education (i.e., gender equality, rule management, democracy)

Nov 30 – Dec 4 30 community members and youth Tasi Tolu, Dili TAHRE: conflict resolution, conflict transformation, conflict analysis, negotiation, mediation, introduction to human rights, and civic education (i.e., gender equality, rule management, democracy)

Taif Futuro engaged approximately 960 children, youth, community leaders and members, Dialogue Team members, gang and martial arts leaders and members, community response team members and other civil society representatives in Transformative Arts and Human Rights Education training in 2009.
### ANNEX II – PEACE CENTER COURSES & ACTIVITIES

<table>
<thead>
<tr>
<th>Month</th>
<th>Target Group</th>
<th>Training Modules</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan-Mar</td>
<td>Youth</td>
<td>English</td>
<td>118</td>
</tr>
<tr>
<td>Jan-Feb Weekly</td>
<td>Youth</td>
<td>Peer Counseling and Support Group</td>
<td>15</td>
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<tr>
<td>Jan-Mar</td>
<td>Children</td>
<td>Art</td>
<td>65</td>
</tr>
<tr>
<td>Jan-Mar</td>
<td>Children</td>
<td>English for children</td>
<td>65</td>
</tr>
<tr>
<td>Jan-Mar</td>
<td>Youth</td>
<td>Drama</td>
<td>15</td>
</tr>
<tr>
<td>Jan-Mar</td>
<td>Children</td>
<td>Sports &amp; Skateboarding</td>
<td>13</td>
</tr>
<tr>
<td>Jan-Mar</td>
<td>Children</td>
<td>Dance</td>
<td>14</td>
</tr>
<tr>
<td>Jan-Mar</td>
<td>Youth</td>
<td>TAHRE complete</td>
<td>46</td>
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<tr>
<td>Apr-Jun</td>
<td>Youth</td>
<td>English</td>
<td>88</td>
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<tr>
<td>Apr-Jun</td>
<td>Children</td>
<td>Art</td>
<td>15</td>
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<tr>
<td>Apr-Jun</td>
<td>Children</td>
<td>English for children</td>
<td>79</td>
</tr>
<tr>
<td>Apr-Jun</td>
<td>Youth</td>
<td>Drama</td>
<td>15</td>
</tr>
<tr>
<td>Apr-Jun</td>
<td>Children</td>
<td>Sports &amp; Skateboarding</td>
<td>30</td>
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<tr>
<td>Apr-Jun</td>
<td>Youth</td>
<td>TAHRE complete</td>
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<tr>
<td>Apr-Jun</td>
<td>Children</td>
<td>Dance</td>
<td>14</td>
</tr>
<tr>
<td>Jul-Sep</td>
<td>Youth</td>
<td>English</td>
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<tr>
<td>Jul-Sep</td>
<td>Children</td>
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<tr>
<td>Jul-Sep</td>
<td>Youth</td>
<td>Drama</td>
<td>14</td>
</tr>
<tr>
<td>Jul-Sep</td>
<td>Children</td>
<td>Sports &amp; Skateboarding</td>
<td>23</td>
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<tr>
<td>Jul-Sep</td>
<td>Children</td>
<td>TAHRE complete</td>
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<td>Jul-Sep</td>
<td>Children</td>
<td>Dance</td>
<td>14</td>
</tr>
<tr>
<td>Oct-Dec</td>
<td>Youth</td>
<td>English</td>
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</tr>
<tr>
<td>Oct-Dec</td>
<td>Children</td>
<td>Art</td>
<td>9</td>
</tr>
<tr>
<td>Oct-Dec</td>
<td>Children and Youth</td>
<td>English for children</td>
<td>116</td>
</tr>
<tr>
<td>Oct-Dec</td>
<td>Children and Youth</td>
<td>Drama</td>
<td>20</td>
</tr>
<tr>
<td>Oct-Dec</td>
<td>Children</td>
<td>Sports &amp; Skateboarding</td>
<td>60</td>
</tr>
<tr>
<td>Oct-Dec</td>
<td>Children and Youth</td>
<td>TAHRE complete</td>
<td>141</td>
</tr>
<tr>
<td>Oct-Dec</td>
<td>Children</td>
<td>Dance</td>
<td>14</td>
</tr>
<tr>
<td>Oct-Dec</td>
<td>Children</td>
<td>English</td>
<td>116</td>
</tr>
<tr>
<td>Oct-Dec</td>
<td>Children and Youth</td>
<td>Capoeira</td>
<td>65</td>
</tr>
</tbody>
</table>

The numbers above represent the number youth completing courses in English and TAHRE at the Future's Peace Center. Sometimes many more children and youth than are listed here are involved in informal activities and classes. As shown above, each term hundreds of children and youth attend various types of programming at the Peace Center. However, from August through December of 2009 the Peace Center saw an increase in students (up to 1,200 some weeks). This increase was due to the long public school break that was implemented to train teachers in the Portuguese language. TAHRE courses which are held at the Peace Center are included in this table as well as in the TAHRE Training table above.

### ANNEX III – CHILD PROTECTION TRAININGS

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Place</th>
<th>Training Modules</th>
<th>Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 21-24</td>
<td>24 teachers</td>
<td>Baca Vista, Baucau</td>
<td>Positive Discipline and Abridged TAHRE: Child Protection</td>
<td>Children in Crisis</td>
</tr>
<tr>
<td>Feb 22-26</td>
<td>12 Roman Luan staff</td>
<td>Roman Luan Library, Vila, Atauru Island</td>
<td>Positive Discipline and Abridged TAHRE: Child Protection</td>
<td>Finnish Fund for Local Cooperation</td>
</tr>
<tr>
<td>Sept 3rd &amp; 4th</td>
<td>35 community and youth leaders</td>
<td>Manhuxana, Baro, Dit</td>
<td>Positive Discipline and Abridged TAHRE: Child Protection</td>
<td>Finland -&gt; Cooperation Founder</td>
</tr>
<tr>
<td>Oct 22nd &amp; 23rd</td>
<td>18 child protection officers and national level child protection staff</td>
<td>Bf Futuro Peace Center, Comoro, Dili</td>
<td>Positive Discipline and Abridged TAHRE: Child Protection</td>
<td>UNMIT HRJS</td>
</tr>
<tr>
<td>Dec 10th &amp; 11th</td>
<td>30 CRT members</td>
<td>To-Nu-In, Vila, Atauru Island</td>
<td>Positive Discipline and Abridged TAHRE: Child Protection</td>
<td>CPA</td>
</tr>
</tbody>
</table>

As shown above, a total of 157 key actors from across the country received training on child protection and positive discipline in 2009.