

## BA FUTURU 2010 ANNUAL REPORT



# **TABLE OF CONTENTS**

**TABLE OF ABBREVIATIONS**

**TABLE OF DEFINITIONS**

**BA FUTURU'S PROFILE**

**CONTEXT**

**CHILDREN AND YOUTH IN TIMOR-LESTE**

**TRANSFORMATIVE ARTS AND HUMAN RIGHTS EDUCATION PROGRAM**

**ACHIEVEMENTS**

**IMPACT ON VULNERABLE PERSONS**

**2010 PROJECTS**

- **COMMUNITY PEACE BUILDING SUPPORT NETWORK**
- **TRAUMA HEALING PROJECT**
- **YOUTH INTEGRATION AND DEVELOPMENT INITIATIVE**
- **CONFLICT RESOLUTION TRAININGS FOR PLAN YOUTH LIVELIHOODS PROGRAM**
- **MAPPING AND ASSESSMENT OF THE CHILD PROTECTION SYSTEM**

**CHILD PROTECTION PROGRAMMING**

- **CHILD PROTECTION TRAINING FOR POLICE**

**WORKING WITH COMMUNITY LEADERS**

**BA FUTURU'S PEACE CENTER**

- **PEACE BUILDING TRAININGS**
- **INFRASTRUCTURE DEVELOPMENTS IN 2010**

**ORGANIZATIONAL DEVELOPMENT**

**DONORS & PARTNERS**

**STAFF & BOARD**

**2010 FINANCIALS**

**Annex I – Community Trainings on Conflict Mitigation**

**Annex II – Peace Center Courses & Activities**

**Annex III – Child Protection Trainings**

**Annex IV – Additional Courses on Atauro Island**

## TABLE OF ABBREVIATIONS

AusAID: Australian Government Overseas Aid Program  
AYAD: Australian Youth Ambassadors for Development  
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  
UNMIT: United Nations Integrated Mission in Timor-Leste  
UNTL: Universidade Nacional 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  
*Chefe de Suco* – head of governmental level below sub-district  
*Chefe de Aldeia* – head of village; the governmental level below *Suco*  
*Child Protection Officer* – One officer per district is appointed by the Minister of Social Solidarity to act as liaisons/reporters between communities and the Ministry of Social Solidarity Child Protection Unit in regards to child protection  
*Feto Rua* – women representatives who serve on the *Suco* Council  
*Lia Nains* – those who traditionally resolve local disputes  
*Lisan* – a customary system of justice  
*Suco* – structural level under sub-district

## BA FUTURU'S PROFILE

**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."

**Mission** -- To contribute to peace-building and sustainable human development by facilitating the psychosocial<sup>1</sup> 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.

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 to 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 eleven of the thirteen districts of Timor-Leste.

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 the grassroots and national levels while empowering women and children as active participants in their communities.

## GOALS

### BUILDING CAPACITY FOR PEACEFUL COMMUNITIES

- 1) To equip marginalized groups with the skills to create a positive and peaceful future for themselves, their families and their communities by developing their capacity through job preparedness programs, leadership and public speaking skill development, human rights education and interactive activities about conflict resolution and non-violence.
- 2) To provide at-risk children and youth with enhanced awareness on the importance of respecting the rights of others and to protect themselves from violence, while offering opportunities for education and self-expression that can help them overcome the negative effects of conflict.
- 3) To provide those who impact the lives of vulnerable persons - including teachers, parents, police, civil society actors, traditional leaders and elected community leaders - with the knowledge and skills for community-based protection, access to justice and understanding of the negative impacts of violence and physical punishment.
- 4) Increase the capacity of high-conflict youth and community leadership to mitigate conflict through skill building in the areas of civic education, human rights, mediation, decision-making, gender equality, conflict analysis and conflict resolution.

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<sup>1</sup> The term "psychosocial" connotes the dynamic and symbiotic relationship between the psychological and social factors contributing to a person's wellbeing.

## CONTEXT

Timor-Leste's debut as a sovereign member of the international community on May 20, 2002 was the result of a long struggle for independence. Four centuries of Portuguese colonization and Japanese occupation during World War II (in which more than 40,000 people died over a period of three years) was followed by 24 years of brutal Indonesian occupation. Less than 10 years after independence, Timor-Leste remains one of the poorest countries in the world.<sup>2</sup>

Timor-Leste's violent past has resulted in sustained and systematic devastation throughout the country. The history of violent conflict within the country destroyed trust 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 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 cannot stand up to men or be involved in decisions to resolve conflict at the village level. Young women in Timor-Leste are generally forced to marry while still children. In addition, an excessive use of violence is used as a disciplinary measure and 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 should be addressed.

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<sup>2</sup> In 2008 the International Monetary Fund ranked Timor-Leste as 173 out of all its 179 members.

## CHILDREN AND YOUTH IN TIMOR-LESTE

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 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 approximately 75 per cent of the population is under 25.<sup>3</sup>

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 so that they can live with a sense of safety. In addition to the trauma of losing family members, many children have witnessed violence in the streets and in their homes, including brutal murders and houses being looted and burned.

The violence and anxiety experienced by young people during armed conflict and during the period of recovery from it, has both short-term and long-term effects on their mental health, quality of life and subsequent behavior as adults.<sup>4</sup> In a nation such as Timor-Leste, intervention is crucial. However, despite the overwhelming statistics and the obvious need, there are few programs in Timor-Leste that specifically 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-navigation 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.

The photograph above depicts children at Ba Futuru's Peace Center playing on the skateboard park, the first and only one of its kind in Timor-Leste. The Center offers wellbeing activities to children and youth to help them deal with past trauma along with skill-building courses to assist them in achieving a positive future. For many of the children and youth participants, the Peace Center provides a safe environment to make friends and express feelings.

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 adult's 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.*

## TAHRE PROGRAM

Ba Futuru's Transformative Arts and Human Rights Education (TAHRE) Program was developed in 2004 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

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<sup>3</sup> United Nations Development Program, *Timor-Leste Human Development Report 2006: The Path Out of Poverty*, Timor-Leste, 2006.

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

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 skill development in the areas of child protection, mediation, decision making, child abuse, trauma and counseling. In 2008, Ba Futuru added community level conflict mitigation strategies to the adult version of the *TAHRE Guide* including lessons on conflict mapping, conflict analysis, negotiation and conflict transformation with assistance from Concern Worldwide and Action Asia. The 2008 version of the *TAHRE Guide* is the most updated version and was used for community trainings and workshops for youth and adults throughout Timor-Leste.

The *TAHRE Guide* uses psychosocial activities involving art, music and games. The interactive role-plays and trust-building exercises used in the program have helped to equip participants across Timor-Leste (e.g. former IDPs, prisoners, orphans, childcare workers and beneficiaries, teachers and students, and those living in high-conflict zones and poverty-stricken rural areas) with the skills needed to create a more positive and peaceful life. In addition to the *TAHRE Guide*, Ba Futuru has produced a *Positive Discipline Manual*, which has been used for TAHRE program trainings. This manual provides youth and adult participants with specific information about the importance of non-violent discipline and respect for children's rights.

#### **Key points on training methodology**

1. Quality training manuals in the predominant local language in Timor-Leste (Tetun)
2. Simple language and frequent use of graphics to simplify learning
3. Skilled Timorese facilitators with experience on training topics
4. Participatory education techniques to engage illiterate and uneducated populations
5. Follow up in communities to ensure use of knowledge and skills gained through training workshops

The *TAHRE Guide* is available on the internet for use by external organizations and has been adapted for use in various African countries, Latin America and numerous locations in the United States of America. Access to the guide can be found on Ba Futuru's website at [www.bafuturu.org](http://www.bafuturu.org).

#### **Ba Futuru's 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.

## **ACHIEVEMENTS**

- Approximately 600 disadvantaged children (under 18) and more than 1,000 youth (18 to 24) participated in Ba Futuru workshops in 2010 and benefited from enhanced life-navigation, conflict resolution and peace-building skills. Ba Futuru also engaged children and youth in psychosocial activities for coping with and overcoming their experiences of violent conflict, which reduces the likelihood that they will repeat the cycle of violence in the future.
- Ba Futuru implemented 20 sets of conflict transformation workshops in Dili and Atauro Island with more than 700 martial arts and gang members, community leaders, teachers,

youth and children, which strengthened skills for conflict mitigation and resolution in conflict-prone communities.

- 116 youth and community leaders from various communities in Lautem District participated in six sets of three-day conflict mitigation workshops. Ninety percent of the 100 participants that completed the evaluation felt they had better understood conflict transformation and how to use conflict analysis instruments in their community.
- Ba Futuru provided trauma-healing workshops for 242 children, 124 parents and youth in four communities in Dili. Due to these classes, community members now hold stronger skills for dealing with stress and trauma, as well as an increased understanding of child protection.
- Ba Futuru provided six child protection trainings including positive discipline lessons reaching 165 key actors, comprising of parents, police officers, youth, teachers and community leaders. Their enhanced knowledge and skills will equip them to positively impact the lives of children far into the future.
- Ba Futuru worked with international police advisors to develop a child protection training for police and other frontline workers. The training incorporates information on the new domestic violence law, details police protocol for interviewing children and provides techniques on recognizing symptoms of abuse.
- On Atauro Island, Ba Futuru began working with kindergartens in three different sucos to improve participatory education practices and positive discipline techniques. Ba Futuru provided a child protection and positive discipline training for teachers from the primary school in Vila and kindergartens across Atauro to lay the groundwork for building a grass roots child protection network on the island in 2011.
- Ba Futuru undertook child protection research with more than 30 participants, including children, parents, frontline workers, community leaders and government Child Protection Officers in four districts of Timor-Leste. This research will assist the government in better understanding how the non-formal and formal child protection systems are functioning and how they can be improved.
- After more than two years of study and practical application, six of Ba Futuru's Timorese staff graduated with a diploma in "Community Recovery" from Southern Cross University in Australia, which was part of a project managed by Ba Futuru. This project also brought an additional 30 frontline workers community recovery skills through the internationally accredited training program where professors from SCU came to teach courses in Timor-Leste.
- Ba Futuru produced a Tetun language version of the UNESCO manual called, *Positive Discipline in the Inclusive Learning - Friendly Classroom*, which Ba Futuru is now using to bring those working in education additional skills on positive discipline. Additionally, it creates a good learning environment for children in the classroom.
- A dynamic theatre production volunteer, Kallista Kaval, assisted Ba Futuru in producing *Scared Cool*, a devised physical theatre piece exploring issues faced by young people in Timor-Leste; its themes were developed through movement, music and metaphor. The result was a comical, touching and sometimes frenetic image-based theatre performance that was the first to explore and perform non-traditional theatre in Timor-Leste. It has since opened the way for future similar endeavors where peace is explored through performing arts.
- Ba Futuru engaged in fundraising through social functions together with another theatre piece created and directed by Kallista Kaval entitled *Ema Seluk / Other People*. This work was



developed from interviews conducted with women living in Timor-Leste and was performed by a cast of Timorese and International women in English and Tetun.

- Moreover, during 2010, the finance, Board of Governance and administration systems of Ba Futuru were further strengthened with considerable support from three Australian business volunteers: Ron Taylor, Frances Healy and Jamie Bayly-Stark.

## **IMPACT ON VULNERABLE PERSONS**

Ba Futuru's programming has had the following impacts:

1. Reduction of violence against, and abuse of, vulnerable populations
2. Empowerment of local youth and community leaders as key agents for protection and conflict prevention
3. Establishment of local protection mechanisms in Dili and Atauro Island
4. Linking local protection issues to district and national level protection mechanisms
5. Improved the government's awareness of grassroots protection needs

Ba Futuru's work transforms the lives of children both directly, through the provision of psychosocial support and skill building, as well as indirectly, by educating those who impact their lives about child rights, child protection and the importance of non-violent positive discipline. Children who engage in Ba Futuru's programs have increased self-esteem, engage more positively with peers and family members, and feel supported in discussing and processing grief, loss and trauma. In the long-term, children are better prepared to enter society with respect for others and able to contribute to protection and peace-building in their communities.

Ba Futuru also works to improve grassroots protection for vulnerable populations by increasing linkages between state and non-state actors at the local level for the prevention of violence against women and children while ensuring women's meaningful participation in peace-building and post-conflict governance. The organization is working to create local child protection networks to link the district and national levels and was recently contracted by the government to assist in performing ground breaking child protection research to analyze and improve the formal and non-formal child protection systems.

## 2010 PROJECTS

- Community Peace Building Support Network
- Trauma Healing Project
- Youth Integration and Development Initiative
- Conflict Resolution Trainings for PLAN Youth Livelihoods Program
- Mapping and Assessment of the Child Protection System

### 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. Since 2009, Ba Futuru's 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 project 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 and 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 and between March and December of 2010.

Ba Futuru, CRTs and community stakeholders (including formal and non-formal leaders, youth and women's networks, police and community members) collaboratively selected the most difficult villages (based on the prevalence of ongoing violence due to martial arts, gang or land related disputes) for the 2010 community training seminars. However, due to the large nature of these target areas and their widespread needs, there remain additional conflict-prone villages in some areas, which have not yet been reached.

During outreach and implementation of training and follow up in communities, CRTs were instrumental in engaging high-risk youth and influential key actors. This included martial arts and gang members who are regular perpetrators of violence but also hold an immense potential to mitigate community-level violence due to their level of influence over other members. The training was understood by the majority of participants and was successful in changing the behavior of many. According to the external evaluation, 86.05% of participants interviewed selected that they "agreed" or "strongly agreed" with the statement: "I have used the knowledge and skills I learned during the training to peacefully solve problems in my own life." Community leaders were also interviewed and asked to assess whether they agreed with the following statement: "Since completing the training, the participants have reduced violence in their everyday lives." 83.33% selected either "strongly agree" or "agree".

Although it is too early to judge the long term impact of this project, thus far, the results have shown that both the majority of training participants and CRT members' lives have been transformed in ways that will undoubtedly have a lasting impact for the individuals involved, their families and communities. Through the implementation and evaluation of the Community Support Peace Building Network project, Ba Futuru repeatedly observed participants comprehending and internalizing processes which enabled them to approach conflict with a different—and non-violent—perspective.

A CRT member from Tasi Tolu expressed his deep appreciation for Ba Futuru for involving him as a CRT and conflict analysis trainer in 2010. In his CRT journal, he stated: *"Throughout my life I always*

*made violence, such as fighting, attacking others, using terror and intimidation, and making public disturbances. I was even imprisoned for this. But I never changed my behavior at that time. However, after Ba Futuru selected me to attend 10 days of TOT training, and now that I have been working as a conflict analysis trainer for one and a half years, I can change violence into non-violence. Nowadays, I have changed all of my bad behavior. I have studied hard the materials and lessons of conflict analysis, conflict solving, mediation and negotiation, and I studied how to stand firmly in front of the people [when doing facilitation]. I also enjoy working with the key actors like the Xefe Suco [village leader], Xefe Aldeia [sub-village leader] and martial arts groups. This has been a good experience for me. I have been able to form very good relationships with them. I feel that these connections were helpful for myself and the community. Now, sometimes I use the skills that I have learnt to solve conflicts or problems in my community.”*

Additionally, during follow up evaluations, generally held one to three months after the initial community trainings, participants reported changing major aspects of their behavior and using the skills taught to them to mitigate violence in their communities.

**Case Study by External Evaluator:** Participant B is a male youth in his early twenties who attended the conflict resolution training in 2010. Prior to the training, he was part of a martial arts group involved in “fighting and provocation.” According to the CRTs in Participant B’s Suco [village], he was also involved in looting and burning houses during the 2006 crisis. Since completing the training, Participant B says he is “disappointed” with his behavior in the past. “Before the training, I was a very emotional young person. I didn’t think about my life. I only know how to provoke people.” Now he no longer participates in the martial arts group and has sought to mend relationships with the people in his community, especially his neighbors. Participant B says he thinks very highly of the trainers and rated them and the training content as “Very Good”. When asked why the training made his behavior want to change, Participant B said that it made him aware of the consequences of conflict and that he was “scared” of facing these consequences. The CRTs from Participant B’s village confirm the behavior changes he reports.

### **Project Milestones**

With Ba Futuru’s capacity-building, support and oversight, the CRTs completed 18 separate conflict mitigation trainings, six child protection trainings and corresponding follow up evaluations on the TAHRE curriculum in various conflict-prone areas of Dili District with youth and community leaders. The 2010 Community Peace Building Support Network project achieved the following:

- a. Through this project, 508 community members (41% female and 59% male) – including community leaders, youth, students, ex-prisoners and members of gangs and martial arts group members – were engaged in 18 separate training workshops on conflict mitigation in six conflict-prone areas. Far exceeding the 70 percent hoped for, an overwhelming majority, 95% of the conflict mitigation training participants reported that after having received the training

their ability to build peace in their community had increased, and 94% said that they feel confident in working together with their community to resolve conflicts.

- b. In addition, 159 key actors (58% female and 42% male) – including teachers, community members, youth, parents and police – received training on child protection in six trainings.<sup>5</sup> After having received the child protection and positive discipline training, 92% of participants from the five general child protection trainings reported that they have the skills to discipline children in positive ways, compared to only 28% before the training, while 77% report that they are confident in indentifying children experiencing trauma and abuse, compared to only 52% before the training.
- c. Over the duration of the project, monthly meetings were held and strong relationships were established between CRTs and community leadership. According to the external evaluation, 95.83% of CRT members report either a Good or Very Good relationship with the formal leaders, while 100% report Good or Very Good relationships with informal leaders. However, not all CRT members reported *improved* relationships, due to the fact that they already had established good relationships. Out of the 14 CRT members interviewed, 100% reported that they have resolved problems in their communities.
- d. This project allowed for hundreds of additional children and youth to receive psychosocial support, TAHRE training (including topics of human rights, child rights, conflict resolution, conflict transformation, gender equality, trauma recovery, building peace in the community, democracy, civic education and decision making), job place preparedness and language skill development through the project facilitators and Community Response Team members' leading of courses, workshops and activities at Ba Futuru's Peace Center in Dili.

## Trauma Healing Project

Ba Futuru worked together with Caritas Australia and focal points from four communities to deliver trauma-healing workshops to 242 children, 90 women and 34 additional parents and youth between January and June of 2010. Due to these classes, community members now hold stronger skills for dealing with stress and trauma, as well as an increased understanding of child protection.

One 24-year-old female participant from a trauma-healing workshop in Bitaba community, reported in her follow-up interview that: *"I had an experience that wounded my soul when I lost my beloved son. When I see other mothers holding their children I ask myself why did my son die and why can't I hold my son like they are doing. I feel very sad about this, and I feel very sad because in my family I am sometimes discriminated against. This makes me feel like I want to scream. I want to thank NGO Ba Futuru and the team that came to share information with us, because this opportunity has allowed me to express all the feelings which have been crushing me and which resulted in me treating people badly. I am also very thankful for what I have been able to do within my family – thanks to the explanation (from Ba Futuru) of the diagram of feelings of loss and recuperation, I have been given hope and have been able to cure my negative feelings."*

Another female participant, 32 years old, reported: *"I am happy with this activity, because it has been able to teach me to manage my emotions and sadness. When I face a situation that makes me sad I always argue with my husband and my children. I often cry and become angry with my children. I always thought that crying is a true way to improve my feelings, but when I attended the training about child protection, loss and grief, relaxation techniques, I am now able to feel better using these*

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<sup>5</sup> Training participant numbers are based on the number of participants that stayed and filled in the post-evaluation after the training finished, additional participants were also active in the trainings.

*methods. Finally, I would like say thank you for the trainers that came to me for sharing information on trauma-healing and how to distance myself from any behavior that can affect my children. I suggest to the trainers to continue this training.”*

An 11-year-old boy stated in his interview: *“Before I attended this training, I always felt sad when I remember my young brother died and whenever I went to play I felt unhappy because my brother wasn’t there. However, through this activity, the facilitator led us in many fun things to do like drawing, singing and storytelling. This made me want to join in and I am really happy because through this I can try to overcome my sadness. I also found many friends in this place and we have received lots of new information about how to heal ourselves.”*

A 45-year-old trauma-healing participant reported, *“I feel happy with this training because as a single parent I always faced obstacles in my life. Many times I have felt sad and stressed out - when I remember people that have hurt me, those events always rise in my mind and sometimes I feel frustrated and want to be alone. These days, I have tried to change my behavior through the information I have learned about recovery and self-healing. Now I don’t feel sad anymore – instead of isolating myself I try to form strong relationships with others.”*

## Youth Integration and Development Initiative

Ba Futuru’s 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). In order to actively and positively engage Timor’s largest and most critical demographic—young people—in the midst of the crisis in 2006, Ba Futuru partnered with Edge-ucate.org and Uma Juventude to develop this Center to provide outlets and activities for young people that enhance personal and social development. During 2010, support from the Austin Community Foundation, Global Fund for Children, ifa, UNDP and the New Zealand Head of Mission Fund made it possible to continue the important programming being provided at the Peace Center and through infrastructure improvements. 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”.

## Conflict Resolution Training for PLAN Youth Livelihoods Program

Between May and June of 2010, two teams of Ba Futuru’s expert Timorese facilitators engaged with over one hundred youth in Lautem in six intensive three-day training courses on conflict resolution and mitigation. The objective of this training was to equip the Plan-identified youth and suco-council members with the knowledge and skills required to prevent and resolve conflict, while also providing skills in the areas of conflict mapping, analysis and transformation. At the same time, these trainings helped to ensure a safe, protective environment for vulnerable persons by affecting a change in attitude towards violence and by providing a foundation for community-based conflict prevention mechanisms.

The head of the village of Suco Parlamento, said: *“Thank you very much for Ba Futuru who shared this information in our village. This training is very useful because it can help youth and the Suco Council to build their comprehension. If a conflict happens in a community we will use the lessons and activities we learnt during the three days training to help and fix the relationships of those involved in the conflict.”*

A 21 year-old presenter at Radio Comunidade Lospalos (Lospalos Community Radio) noted: *“During these three days, I learned many new things and I liked the facilitation method used as it gained the participants’ interest. The conflict analysis and conflict resolution materials are valuable and I will apply them in my daily life and at my place of work. Before, I became angry quickly and sometimes I made decisions through my own perception and without any deep analysis. I hope what I’ve learnt can bring some changes in my attitude and behavior.”*

A 20 year old female participant noted: *“Personally, I am happy with the training because the training has increased my knowledge and ability, and those materials shared by the facilitators have given me new experiences to resolve problems that come up in my family, group and community.”*

A female youth representative from Luarai/Bauro, noted her appreciation: *“I personally feel happy because I learnt a lot of things about what conflict is, why it happens and how to solve it. The lessons and activities I have learnt, I will implement in my life and also share with my colleagues. I want to suggest to Ba Futuru Organization to visit our Sub – Village in order to share this information in our community.”*

## Mapping and Assessment of the Child Protection System

Ba Futuru enacted grassroots research mapping of child protection frameworks in four districts of Timor-Leste between October and December of 2010. This research supported Child Frontiers’ report, “Mapping and Assessment of the Child Protection System in Timor-Leste,” which was commissioned by the Government of Timor-Leste and UNICEF. This research study mapped and analyzed the existing child protection system while particularly looking at the access children have to the formal system at the grassroots level. The goal of the overarching report was to collect a broader range of evidence so that a strategic vision and appropriate policies for promoting the welfare of families and children could be attained.

Ba Futuru performed focus group discussions with adult males, female community members and girls and boys to attain different perspectives on child protection in each target district. Ba Futuru also conducted interviews with community leaders, frontline workers and child protection network members in each district assessing perceptions, knowledge, attitudes and practices on key child protection issues. This research provided insight into how different members of the community perceive child protection and what avenues for accessing justice are available at the local level, while also pointing out the current gaps and weaknesses in the child protection structures.

Ba Futuru’s child protection research from late 2010 found that there is lack of access to and knowledge of formal assistance mechanisms at the grassroots level. The establishment of district-based Child Protection Officers (CPOs) in 2008 was an important step toward attaining national child protection coverage, however sub-district and village level assistance is still lacking. This is highlighted by the fact that the CPO for each district is responsible for the welfare of approximately 39,000 children. Ba Futuru has designed its 2011 programming to address this gap by providing key actors at the local level with knowledge and skills for protection and prevention, and expand upon this programming to reach additional vulnerable populations.

## CHILD PROTECTION PROGRAMMING

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.”<sup>6</sup>

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

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<sup>6</sup> UNICEF and Plan International (2006) *Speak Nicely to Me*. Timor-Leste.

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 child 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*.

The *Positive Discipline Manual* and corresponding training modules were used to reduce the use of physical discipline and provided 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 many 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 communicated that the discussions stemming from trainings have given them new ideas and important information to which they had not previously been exposed. As the comments below indicate, teachers have shown remarkable enthusiasm about wanting to stop using physical discipline after realizing that it can have negative impacts on children.

In a country where the negative impacts of physical punishment are generally not recognized, providing parents, teachers, community leaders and other caregivers of children with this information, while assisting 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.

In 2010, Ba Futuru provided six separate child protection trainings including positive discipline lessons that reached 165 key actors, comprising of parents, police officers, youth, teachers and community leaders. Their enhanced knowledge and skills will equip them to positively impact the lives of children far into the future.

After a child protection and positive discipline training for teachers on Atauro Island, the majority of the teachers participating stated that they felt happy to attend the training because they were able to learn how to protect and discipline children. Additionally, this training built their knowledge on how to treat children in a positive way and how to identify children that are experiencing abuse and trauma. The information during the training made them feel disappointed with their own prior negative behavior towards their children and students.

A 24-year-old female, after participating in the training, reported: *"This training really increased my capacity, because (before) I didn't know what child protection was, and I was confused about child protection information. However, with this training I was able to learn about specific children's rights and how to protect them. The information that I received, I will share with my friends that didn't have the opportunity to participate in the training. I will also share the information with my parents."*

After the training, a primary school teacher reported in her evaluation, *“I really like the material in this training, especially the information about child abuse and trauma. I regularly feel pressured that if a child makes a mistake then both the teachers and the parents should hit them. As a teacher and as a mother, many times when I saw my children or students make a mistake I would hit them. I always used the physical punishment to discipline the children. Through this training I realized that the behavior is not good or appropriate. I will not use this type of physical abuse again towards my students and my children.”*

Another teacher noted, *“The training material used over the two days of training has helped to make me professional in the area of teaching. I have never had this type of training before. This training awoke my mind to the fact that the types of discipline we normally use violate children’s rights. I realize now that the behavior that I use in my own family and school is not good. I think that step-by-step I will reduce this behavior and will not use violence in my family, community and school. Finally, thanks to the facilitators that were able to share information on Child Protection and Positive Discipline with us because this information opened our minds, and now we can watch over children well and recognize the rights of children.”*

Also in 2010 UNMIT HRTJS supported Ba Futuru’s endeavor to translate the UNESCO publication, ‘Positive Discipline in the Inclusive, Learning-Friendly Classroom,’ into the Tetun language so that it could be used as an educational tool for promoting non-violence toward children in school, at home and in the community.

## Child Protection Training for Police

In November 2010, Ba Futuru provided child protection training specifically for police. This training was realized through cooperating with the Comoro PNTL (Police National Timor Leste) members, PNTL Commander Domingos Sarmiento Gamo, UNPOL (United Nations Police) Commander Jorge Costa and other UNPOL stationed in Comoro. The materials for the training were drawn from Ba Futuru’s TAHRE Manual, Child Protection Manual, and Investigations Training Manual developed by TLPDP (Timor Leste Police Development Program). Previously, Ba Futuru has held child protection trainings with police participants however, this was the first time we focused solely on this group with training materials tailored to them.

The objective of the training was to give police members greater understanding on how to deal with child protection issues in their communities. In the pre-evaluations, 10 out of 18 participants confirmed their understanding of *what gender-based violence is*, however 0 out of 18 participants were able to explain it. In the post-evaluation, all 18 participants understood what gender-based violence is, and gave explanations. In the pre-evaluation, only 1 participant was able to give examples of *signs or signals of trauma in children*. In the post-evaluation, all but 1 participant listed correct signs of trauma in children.

From the training, participants learnt appropriate ways to approach and interview child victims and witnesses to crimes. Strategies were highlighted, including creating a safe and confidential environment for interviews, asking open ended questions, beginning the interview with simple questions, ensuring enough detail is asked for and giving value to the child’s story. The participants stated that these strategies would not only put children at ease but would also make sure they gave correct and complete information. All but one of participants said that after the training they understood the principles of child protection and were able to describe the principles.

Following the training, the police were asked to complete evaluation forms regarding what they learnt in the training. One officer stated: *“This training was very important and relevant to us, because as police we really need to understand to give better protection to children.”*

Another officer said, *“I’m very happy about this training, and I ask that it doesn’t stop here, can we please continue the training so that all of our colleagues in the police can follow it.”*



A third officer reported: *“Because I am a member of the community, police need and want to know more about child protection, we always face problems related to this, so this training will help us in our everyday work.”*

Enhancing the capacity of police through these trainings assists in building strong protection networks in Timor-Leste that will help stop the violation of children’s rights and abuse that is so prominent in Timorese society.

## WORKING WITH COMMUNITY LEADERS

In 2010, through the Community Peace Building Support Network Project, Ba Futuru continued to target community leaders for its peace building training programs, especially *Chefe de Suco* (head of an area including various villages), *Chefe de Aldeia* (head of village), and *Lia Nains* (village elders who traditionally resolve local disputes). Community leaders have a large 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 Timor-Leste has undertaken to respect, by disregarding gender equality and the rights of children. To counteract this trend, Ba Futuru works with community leaders to enhance their understanding of human rights, child rights and child protection, as well as providing opportunities for practicing and developing their conflict-resolution skills and a venue for sharing best practices on conflict mitigation.

Many community leaders are male and from rural parts of Timor-Leste. By working with these leaders, Ba Futuru has found that their comprehension and retention of gender equality education derives from the content of the training and the way in which the training is carried out. The fact that many of Ba Futuru’s dynamic trainers are female impacts the perspective of the participants in the context of gender equality. When they see skilled female facilitators who are knowledgeable about human rights and conflict resolution, 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, a 30-year old elected female leader gave the following comments on the TAHRE curriculum in her post-training interview: *“During these four days of training I have felt really good because I have been able to increase my capacity in the areas of conflict resolution, discussing conflict, and how to resolve problems. I hadn’t been exposed to these topics [before]. In my Bairo [community] my position is the Aldeia Chief [elected head of village]. I often didn’t have the right mentality to resolve problems when conflicts arose. Going forward, the lessons that I have received will enable me to resolve problems when they arise in my community. My recommendation to Ba Futuru is that these trainings continue in order to change people’s perspectives about conflict.”*

The 48 year-old male Sub-Village leader of Lau Lora reported: *“I am really happy to have taken part in this training. It is as a result of this training that I have built the skills and confidence to overcome problems and conflict within my own community. I believe I am now better equipped to resolve issues because I have learned about mediation, and can apply those skills when conflict needs to be solved.”*

After the conflict mitigation training held for 32 participants in Makili, Atauro Island, 94 percent of participants reported having acquired improved skills to resolve conflict without using violence. The 44 year-old male elected leader of the village said, *“I have resolved many conflicts in my life and my community. The materials that I received in this training are related to this, and the training was able*

*to remind me of things that I had forgotten. This training also provided me with new types of conflict resolution strategies. I ask the youth to use this important opportunity.”*

Another 44 year-old male, who is a Lia Nian (or traditional conflict mediator and storyteller) from Makili said, *“I feel happy because I was able to receive important information to build my capacity to help my community solve the problems that they face. The materials I have learnt have value and I will spread them into my community. I want the NGO, Ba Futuru, to share this information in other communities that have not yet had access to this training.”*

In the follow up after the training, the Chefe Aldeia, the elected community leader of a sub-village Tasi Tolu, reported: *“Before the training, I always went out drinking and wasted money gambling. I also always fought with others and made conflict. When I came to the training I received a lot of information that brought me a better understanding of conflict itself and helped me to realize my role as a community leader. I gained a better understanding of mediation, negotiation and conflict transformation, which has helped me to resolve conflicts that occur in my community. I have tried to use the new strategies of conflict analysis that I learnt during the training to analyze conflict before making a decision, and in the end, my people are happy and satisfied.”*

Ba Futuru continues to target community leaders to strengthen their conflict resolution skills to equip them to better mitigate violent conflict in their communities.

## **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.

In 2010 approximately 900 children and youth attended various types of courses at Ba Futuru’s Peace Center (previously called the Seroja Center). The Center provides psychosocial support for young people while holding an array of courses on various topics including: peer-mediation, International Award for Young People, English, Portuguese, Japanese, job finding skills, public speaking, sports, skateboarding, drama, photography, music, art, basic health and hygiene, traditional and modern dance, and finally, yoga. Ba Futuru also runs courses on conflict resolution, child rights, human rights, child protection, conflict analysis, trauma recovery, peace- building in the community, democracy, non-violence, mediation and negotiation through the TAHRE and Positive Discipline curriculums. The majority of courses run for three months after which certificates are provided and a new round of courses begin.

When interviewed about his experience at the Center in mid 2010, a 17-year-old drama student and performer, reported: *“Before I joined drama activities at the Peace Center, I had bad behavior and I didn’t have a positive mentality. I always felt sick inside myself. I feel that the drama activity is very valuable for me as it provided me the opportunity to create great change in my life. Now I have begun to transform my bad behavior. Being part of the drama group, I had to follow the rules for all the students, which helped me to improve my mentality. I now have the ability to talk in front of people and perform, even in front of a public audience. On the other hand, I also have the opportunity to increase my English speaking ability at the Center, which enables me to practice speaking with Timorese and my new foreign friends, including my drama teachers. Ba Futuru also helped me to get into a special scholarship program so that I could get international quality language training at LELI.”*

In an interview about her experience, a 13-year-old female traditional dancer reported: *"I started participating in the traditional dance training and performances [at Ba Futuru's Peace Center] when I was 10 years old and now I have 3 years experience in traditional dancing. I like it very much because it has given me the opportunity to make new friends and become involved in performances at various important events with the leaders of my country. The government and other organizations, often invite us to join their events and perform in public, which has allowed our dance group to increase its professionalism. I hope we can continue these activities in the future."*

A small six year old boy who lives near the Center fell into a fire pit where the community was burning trash and received second degree burns to his foot. His parents took him to a clinic which did very little to address the problem. Ba Futuru intervened and brought a doctor to his home to assess the situation that ultimately saved his foot. He was then driven by Ba Futuru daily to a reputable clinic to have his bandages changed. The boy reports: *"I like coming to the Center because I like playing with my friends and learning how to skateboard. I have met many friends at the Center. One time my foot was badly burnt but Sister Lucy (one of Ba Futuru's Australian volunteers) and others took me to the hospital. I am very happy because the foot that was burnt is now better. I have learned a lot in the Center, like how to paint and how to play with my friends without using violence, and I have also been able to prepare myself to go to school next year!"*

In 2010, Ba Futuru collaborated with the U.S. Embassy's English Language Fellow, Mr. Matt Robinson, to improve its provision of human rights and peace-building education at Ba Futuru's Peace Center. The sustained efforts to improve courses offered are beginning to pay off, as evidenced by the substantial improvements that can now be seen in the curriculum. At the end of 2009, Mr. Robinson and Ba Futuru's staff created a content-based curriculum for their language courses, the first of its kind in Timor-Leste. Currently, language courses at Ba Futuru's Peace Center meet three days per week and last for six months. They are instrumental in relaying skill-building techniques and are aligned with the organization's peace-building principles and training courses (which include topics such as human rights, child protection and conflict resolution). Additionally, the curriculum now integrates basic computer, public speaking and job-finding skills into its classes. Mr. Robinson stated: *"Many of the instructional techniques that are now part of the NGO's curriculum are considered at the forefront of language pedagogy internationally. Ba Futuru's long-term commitment to improving its curriculum and course delivery are both commendable and worth emulation."*

A 23-year-old English language student reported: *"From English class I was able to learn proper pronunciation, increase my vocabulary and feel confident to talk and act as an adult rather than use my past behavior that placed me in violent situations. I think that the tutors' methods and curriculums were good. I learned how to write my own CV and became comfortable to attend an interview and speak in front of a public audience. I am now an English teacher volunteer at one of the local centers in Dili."*

A 20-year-old female student said: *"I really enjoyed the third semester class because I increased my capacity to speak English properly. Now my spoken English is good, I am able to write my own CV and describe my experiences. Inside the classroom we had speech presentations and debates, from this I was able to increase my vocabulary and train myself to become confident to speak in front of my fellow students."*

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 end up dropping out of school and become involved in gangs. Some of the children living near the Center had already begun to succumb to these pressures before Ba Futuru intervened. The Peace Center provides children and youth with activities to keep them positively engaged. Ba Futuru built a skateboard park at the Center to attract some of the more at-risk children who were throwing rocks and becoming involved in fights. Skateboarding is able to offer these youth an adrenaline rush without creating negative consequences.

The most exciting outcome of the Peace Center's ongoing activities is the positive engagement of children and youth within surrounding communities and the subsequent reduction of violence. Children and youth living in the vicinity now have a safe environment to partake in daily life enhancing activities and classes. Moreover, many of the youth come from communities across Dili to participate in classes and have found employment because of their English studies, simple seminars on CV creation, interviewing techniques and their development of positive attitudes from the TAHRE program.

## Peace Building Trainings

In addition to the normal workshops taking place at Ba Futuru's Peace Center, between the 22nd and 26th of March, Ba Futuru conducted an intensive training for youth and community leaders from high conflict areas in Dili and Ermera. Many of these youth and leaders were involved in and/or were impacted by the violence during the 2006 ethnic and political crises that exploded in the capital, Dili. For many youth, this crisis meant personal injury, while others lost their homes, family, friends, study and/or jobs. Furthermore, there were also some participants from organizations whose work relates to peace-building, such as: PDHJ, Caritas Australia, UNMIT Human Rights Unit, CRS and church representatives.

A total of 189 participants attended this TAHRE training program that was held in four separate classrooms (45% women and 55% men). In the pre-evaluation, 52% identified themselves as students, 12% volunteers, 6% working and 26%, unemployed.

Pre-evaluation surveys from the first day indicated that 45% of participants did not yet have the skills and capacity to resolve conflicts without the use of violence. However, after the training, 98% of participants felt confident enough to personally resolve conflicts without violence. Moreover, after one week of training, 97% of participants felt they had gained the skills needed to resolve problems in the community and assist community leaders in conflict resolution.

Ba Futuru asked training participants to return for follow-up interviews and to complete follow-up evaluations approximately two months after the training. This allowed Ba Futuru to gauge whether the participants were able to use their new skills and information about the impact of the training in the community. If people were not able to attend the follow-up session, Ba Futuru staff interviewed those they could via telephone. According to follow-up forms, 87% (female 32% - male 55%) reported that they had already used at least one conflict resolution strategy received from the

training, while 80% reported that since the training they had assisted in resolving conflict in their home or community. Moreover, 93% (female 35% - male 58%) of those interviewed felt the training had transformed their bad attitude and behavior and that they had experienced a significant, positive change in their life.

After follow-up interviews with participants, one facilitator stated: *“Many participants realized that they had been making bad decisions that were negatively impacting their lives and increasing the amount of conflict that they were experiencing.”* The facilitators recognized the most significant transformation in the lives of male participants, whose lives prior to the training had been filled with violence, including fighting with others, destroying houses, beating women, their wives and children. However, after the training, these individuals were able to realize the negative impact of their behavior and brought positive change to their own lives. They also described how they could help others in their families, as well as friends involved in conflicts, to resolve problems without violence. Many also told stories about assisting community leaders in providing solutions to solve conflicts inside their communities.

After participating in the TAHRE training, a 25-year-old participant reported: *“Previously, in 2006, I used to get drunk, use narcotics, say bad words to others and fight and throw stones at houses in the community. I often forced the mini bus and bus drivers’ to give me money. I used to make physical violence against them when they wouldn’t give me money. But after I participated in Ba Futuru’s training, I feel that I can build a new life and I believe that from now on my life is going to change. While I have utilized the skills/capacity that I gained from the training for my life, I also share it with my friends. For instance, conflict networks [gangs] for me are the most interesting because in Timor-Leste it is popular with maun alin (brothers) for even a small conflict to strengthen through networking, and thus conflict can become bigger and bigger. So when I meet every one of my friends, I always share with them what I learned at the training and strongly remind them not to put themselves into the conflicts or use violence.”*

Another participant, a 24-year-old male, reported in his follow-up evaluation that, *“I am an angry person. I used to leave home for weeks at a time and I did not accept others’ opinions. I didn’t want to listen to my parents, brothers and sisters when they spoke to me. I always beat my younger brothers and sisters. I used to drink alcohol, create conflicts and fight with others. It was really hard for me to control myself but after I participated in the TAHRE program training I began to be able to control my emotions, to listen to my parents, brothers and sisters when they talked to me, and to respect others’ rights. I have decided not to use violence towards other people again in my life.”*

Another young male, 24-year-old, reported: *“Before I attended training I liked to join my friends in sitting on the streets and drinking alcohol. As a youth, I never avoided conflict. I didn’t know the way to resolve conflicts. Before I liked to use violent actions, such as throwing stones at houses, fighting and arguing with others, but after I received this training from Ba Futuru NGO, I started to change my behavior. One of the activities in the training spoke of a story about the “Rainbow.” This taught me something interesting, that as a human being we have different strengths and weaknesses and if we work together then we will gain a positive result. From this understanding, I started to reduce my negative behavior, which also benefited other people and recently I involved myself in my community to help the local authorities to solve a conflict related to a land dispute. There was a case that was taken to Land and Property, but they could not find a solution, so both parties maintained their*

*position, not accepting each other. So their conflict was still remaining, until the youth leader called me to help find a way forward. I tried to create good communication between two parties. Finally, we were able to find great success and now the case is in the process of dividing the land. I feel happy because the local authorities accepted my ideas in solving the case of dividing land.”*

## Infrastructure Developments in 2010

The New Zealand Head of Mission Fund also helped to make specific improvements to the Peace Center that will have long-term impacts. Ba Futuru now has a functioning sink in the kitchen that makes cooking and cleaning up from the workshops, events and training more efficient. The skateboard park is now repaired, and with the assistance of an American skateboarder volunteer, children and youth were skateboarding all day during the month of July. The library's new door, accessed from the outside of the Center, allows children and youth to use the room more regularly. A wide range of activities are being run from the library including reading, story time and watching educational DVD's. The additional installation and repair of security doors means that Ba Futuru's equipment is more secure and it facilitates easier access to, and use of, the resources. The equipment and materials purchased are being used to support educational courses and activities for children and youth at the Center. Also, the NZ Head of Mission Fund allowed Ba Futuru to purchase paint which transformed the outside of the Center, improved the overall learning environment and created a more pleasant place to spend time in and learn.

## ORGANIZATIONAL DEVELOPMENT

In 2010, 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 staff trainings by external organizations. Australian Business Volunteers (ABV) have provided the Board and staff with assistance and training in governance, the development of a new constitution, enhanced strategic planning, financial management and policy development. Furthermore, four of Ba Futuru's staff members have attended informative trainings on board governance and management held by the Justice Facility and Ba Futuru's Australian Business Volunteers.

Ba Futuru has a well-developed financial management system, well-trained staff, annually audited accounts and is overseen by a Board of Governance. In addition, Ba Futuru's modern finance system, which uses the MYOB software, is designed to manage project funding. Ba Futuru's National Director and finance staff received extensive training and mentoring from Australian Business Volunteer experts in financial management in 2009 and 2010, and Caritas in 2010.

The Board is presently developing and refining policies on Delegations, Financial Management, Risk Management, Grievance Procedures and Dispute Resolution. The organization already has policies established on Conflict of Interest, Confidentiality, Child Protection, Training and Professional Development and a Code of Ethics.

Ba Futuru currently has a core of twenty permanent full time staff (two internationals and eighteen Timorese) as well as various international volunteers and interns. Numerous part time staff are also employed including eight security guards for the Peace Center, four cleaning staff and several community response team members who perform training and outreach in high-conflict areas with Ba Futuru staff.

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 studied teacher training at the National University of Timor-Leste (UNTL), while international staff have several years of NGO and other relevant academic experience. Ba Futuru has received six years of continuous in-country support from one of its co-founders, Sierra James. Ms. James has completed a Master's Degree in International Affairs at Columbia University, where she studied education in emergencies and conflict resolution.

Every year Ba Futuru welcomes international support staff and volunteers who work as counterparts to the national staff. Over the years they have led activities at the Peace Center, in surrounding communities and in districts around Timor-Leste. International volunteers and supporters have particularly helped in areas of skill development including: monitoring and evaluation, accounting, internet and email, event management, documentation, lesson planning and evaluation, application compilation, reporting, English language, and recording of sensitive information such as child abuses cases.

In 2010, Ba Futuru staff had several opportunities to attend external capacity-development conferences and trainings in numerous countries; Juliana 'Lica' Marcal attended the regional GFC conference for two weeks during April and May in Cambodia where she was inspired by the important work of other GFC partners and facilitators while learning about leadership and organizational development. Furthermore, in 2009 and 2010, the SIT Graduate Institute sponsored the National Director of Ba Futuru, Joana dos Santos Camoes, to participate in a month-long, intensive peace-building course in the United States together with a one-year distance-learning graduate certificate course. The Director also traveled to Rwanda in June 2010 as part of this course, which was sponsored by Global Fund for Children. The aim of the Rwanda conference was to learn from the country's process of reconciliation 15 years after the genocide. The National Director later attended a reflective peace practice training sponsored by Action Asia and AFSC (American Friends Service Committee) in Indonesia during the month of August.

Numerous Timorese staff participated in trainings and conferences in Timor-Leste during 2010, several of which were sponsored by Caritas Australia including trainings on leadership and organizational management, finance systems and management training; Global Fund for Children funded two staff members, Joao Bano and Nona de Sousa Pereira, to participate in the Adobe Youth Voices Project, an online remote course spread over three months from November 2010 to early January 2011; UNMIT sponsored two staff, 'Lica' Marcal and Helio Roberto Dias, to attend a conference entitled, Theory for Change in March 2010; and finally, Child Frontiers provided four staff members a Child Protection Research training and mentoring in October.

Furthermore, after more than two years of study and practical application, six of Ba Futuru's Timorese staff graduated in 2010 with a diploma in "Community Recovery" from Southern Cross University in Australia, which was part of a project managed by Ba Futuru.

## **DONORS AND PARTNERS**

Ba Futuru's main donors and implementation partners in 2010 were: Caritas Australia; Child Frontiers; Germany's Institute for Foreign Cultural Relations (Institut für Auslandsbeziehungen); Plan International; and the UNDP, together with the Ministry of Social Solidarity. The New Zealand Head of Mission Fund also supported refurbishments for Ba Futuru's Peace Center and training facility in Comoro, Dili. Additional donors included: Austin Community Foundation, British Embassy in Jakarta, Caritas Australia, Finnish Fund for Local Cooperation, Friends of Idlewild Stables, the Global Fund for Children and Global Fund for Women. Additional implementation partners included Arte Moris, Roman Luan and Southern Cross University.

Ba Futuru received capacity building support from Caritas Australia, Save the Children, the Justice Facility, Action Asia, JICA, ABV, AYAD and VIDA. Donations were made to Ba Futuru by Friends of Idlewild Stables and various other individual donations. AWISH Foundation and Austin Community Foundation acted as a liaison for donations from individuals in the United States.

## **STAFF & BOARD**

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 Florensa Ximenes, Emilia Savio, Rosa “Lulu” Jose Martins, Yohanes “John” Bouk, Helio Roberto Reis Dias, Remegito Jorge da Costa, Judit Maria de Sousa, Elisabeth de Andrade, Jacinta “Nona” de Sousa Pereira, Zulmira da Costa S. Pinto, Antonia Lopes, Joao Bano Suni, Arlinda Noemia Sequeira, Maria Gorrety Elu, Eldina dos Santos Goncalves, Palmira da Costa, Terezinha Maria da Costa, Eugenio Carceres da Costa, Mateus Soares, Nuno Ram da Silva Henrique Fatima and Tomas Oliveira (in order of involvement).

Ba Futuru was lucky to have many long-term dedicated international volunteers in 2010 including Lucinda Kaval (an Australian VIDA Volunteer), Matt Robinson (content-based curriculum design), Ron Taylor (Australian Business Volunteer, Finance), Hannah van der Wal (graphic design and English class), Mark Dohm (IT), Daniela Carvalho (children’s activities), Guillermo Guzzoni (music and sport), Rosemary Gray (teaching support), Alexander Noyes, Gypsy Moore, Brett Nicholas, Kallista Kaval (theatre), Roisin Mortimer (English teaching), Chris Mortimer (gardening), Jessica Laflin (fund raising), Matthias James (providing essential assistance for the Atauro project living on the island), Frances Healy (Australian Business Volunteer, Administration and Board Oversight), Jamie Bayly-Stark (volunteer from Australia), Ethan Folk (English class), Eamon Mitchell and Cassandra Browne (counselling), John Mullany (music and sport), David Roach (IT), Anders Hofstee (computer donation), Francesca Birtley (English teaching), Josh Levenson (sports), Shiho Shimoyama (JICA), Reiko Fujinaga (JICA), Kaneta Yasutoshi (JICA), Bernardo de Almeida Ribeiro (international award) and Ben Lee (navigation training).

### **Ba Futuru Board**

Ba Futuru's Board currently includes eight members - four are Timorese and four are internationals. Approximately half of the Board members are female, supporting Ba Futuru's gender empowerment emphasis. The members' duration of experience on Ba Futuru's Board ranges from three years to the newest members joining in late 2010.

Izitu Castanheira - member since 2010 & Board President. Mr. Castanheira has four years’ work experience with the United Nations, one year working on the UNICEF illiteracy program, two years in the United Nations Mission to Timor-Leste, one year working on the UNICEF illiteracy program and two years experience in program analysis and learning systems including: human rights and child rights training; monitoring and evaluation; and project management. (Nationality: Timorese)

Juvita Pereira - member since 2009 & Vice-President. Ms. Pereira previously assisted the Government of Timor-Leste in the development of the Juvenile Justice Law and has been involved in various Ba Futuru programs. She brings the youth perspective to the Board and is able to provide advice based on her experience as a prior program participant. (Nationality: Timorese)

Melissa Wingard-Phillips - member since 2007. Ms. Wingard-Phillips has 15 years of corporate project management experience and is currently based in Singapore with Dell Corporation as a Regional Portfolio Manager. She has over 10 years’ experience as a volunteer, donor and Board



member for organizations supporting women and children. She also lived and worked in Timor-Leste in 2007 and 2008 with the Office of the Prime Minister and Peace Dividend Trust. (Nationality: American)

Lindsey Greising - member since 2009. Ms Greising is currently in her second year studying law in the United States, concentrating on international law and human rights. She has 10 years of domestic and international volunteer experience with children, women and at-risk communities. She also has five years of NGO experience, including work with Ba Futuru on grant management, writing and reporting in 2008 and prior research and volunteer experience in Timor-Leste in 2005. (Nationality: American)

Megan Lavelle - member since 2009. Ms. Lavelle has a Master's Degree in Anthropology and five years work experience conducting community needs assessments, managing projects and building staff capacity in Timor-Leste. She has also worked as a government liaison officer, is fluent in English and Bahasa Indonesian, and has prior experience acting on a board of governance in the Timor-Leste context. (Nationality: American)

Julião da Costa Cristovão Caetano - member since 2009. Mr. Caetano has eight years of peace building experience and has worked with various international organizations based in Timor-Leste including Commission of Truth and Reconciliation, Concern Worldwide, USAID's "Ita Nia Rai" Project and Trocaire. Mr. Caetano has been to various international training courses on conflict transformation and conflict resolution, and used his expertise to assist Ba Futuru in developing the conflict mapping, analysis and transformation components of its TAHRE Manual. (Nationality: Timorese)

James Coy – member since 2010. Mr. Coy is a human rights lawyer who has worked in Timor-Leste for eight and a half of the last 10 years. He and his wife have two children and the family is living in Dili. Mr. Coy is interested in seeing Timor-Leste develop and the situation stabilise. He believes Ba Futuru's focus is crucial to moving things forward and is interested in being a part of this movement. Mr. Coy has many contacts in various agencies, which he will use to develop and strengthen Ba Futuru as an organization. Mr. Coy is currently working with USAID. (Nationality: American)

Fernando da Costa – member since 2010. Mr. da Costa has worked with Caritas Australia for 11 years in finance, operations and logistics. He supports the offices in Dili and Oecusse. Fernando has advanced skills in the area of finance and will use this experience to assist Ba Futuru as part of the Board. (Nationality: Timorese)

## 2010 FINANCIALS

<b>Ba Futuru's 2010 Balance Sheet</b>	
	<b>USD</b>
<b>1 Total Expenditure</b>	292,881.57
<b>2 Net Earnings</b>	7,218.21
<b>3 Balance Sheet</b>	
Current Assets	95,135.83
Total Assets	95,135.83
Current Liabilities	62,123.46
Equity	33,012.37
Total Capital	33,012.37
Total Liabilities and Capital	95,135.83

<b>Donor Funds</b>	<b>Bal end 2009</b>	<b>Grants 2010</b>	<b>Expenses 2010</b>	<b>Balance 2010</b>
Austin Community Foundation - 1		8,188.00	8,188.00	0.00
Austin Community Foundation - 2		8,688.00	8,650.00	38.00
British Embassy - Jakarta	-3,068.57	4,366.00	1,297.43	0.00
Caritas Australia	6,000.00	2,000.00	8,000.00	0.00
Child Frontiers		18,391.25	18,391.25	0.00
Finnish Fund for Local Cooperation		26,988.00	40.00	26,948.00
GFC - 2009-2010	16,570.09		16,570.09	0.00
GFC - 2010-2011		17,988.00	12,100.00	5,888.00
Global Fund for Children - AYV		2,988.00	2,988.00	0.00
Global Fund for Women		8,988.00	1,114.62	7,873.38
Institute for Foreign and Cultural Relations – Germany		149,651.16	149,651.16	0.00
New Zealand Head of Mission Fund - 2010		7,000.00	7,000.00	0.00
New Zealand Head of Mission Fund - 2011		20,711.30	0.00	20,711.30
Plan International		7,201.00	7,201.00	0.00
UNDP - PB 1	-31.27		-31.27	0.00
UNDP - PB 2	-5,075.00	5,075.00		0.00
UNDP - YIDI		35,000.00	35,000.00	0.00
UNHRTJS	1,669.75		1,669.75	0.00
<b>USD</b>	<b>16,065.00</b>	<b>323,223.71</b>	<b>277,830.03</b>	<b>61,458.68</b>

\* Small donations are not shown here, only project grants.

## ANNEX I – COMMUNITY TRAININGS ON CONFLICT MITIGATION

### DILI DISTRICT

No	Training dates	Location	Participants
1.	April 12-17	Manleuana	28
2.	April 19-24	Becora	30
3.	May 10-13	Bairo-Pite	26
4.	May 24-27	Bidau	26
5.	June 07-10	Tasi Tolu, Comoro	34
6.	July 19-22	Tasi Tolu, Comoro	29
7.	July 27-30	Bidau Santa–Ana	22
8.	August 9-12	Makili, Atauro Island	32
9.	August 16-19	Moris ba Dame, Bairo-Pite	35
10.	August 23-26	Hera (Becora Team)	23
11.	September 6-9	Manleuana	25
12.	September 13-16	Makadade, Atauro Island	28
13.	September 20-23	Akadiru Hun, Bidau	30
14.	October 4-7	Camea, Becora	25
15.	October 11-14	Tasi Tolu, Comoro	27
16.	October 18-21	Bairo-Pite	28
17.	November 8-11	Manleuana	29
18.	November 15-18	Bikeli, Atauro Island	31
	Total		508

\* Each of these four-day trainings included information on conflict resolution, conflict transformation, conflict analysis & mapping, negotiation, mediation, introduction to human rights, civic education, gender equality, rumor management and democracy.

### LAUTEM DISTRICT

No	Training dates	Location	Participants
1.	May 18-20	Baduro	27
2.	May 21-June 2	Mehara	17
3.	May 21-June 2	Moro	23
4.	June 3-5	Mercado-Lama 1	17
5.	June 3-5	Mercado-Lama 2	12
6.	June 7-9	Mercado-Lama 3	20
	Total		116

\* Each of these three-day trainings included information on conflict resolution, conflict transformation, conflict analysis & mapping, negotiation and mediation.

## ANNEX II – PEACE CENTER TRAININGS & ACTIVITIES

January – March Term 2010

Subject	Contents	Target Group	Participants
English course	Basic English Education	Youth	124
Child Protection/ TAHRE in English	Intermediate English and complete TAHRE Guide - Human Rights, Child rights, Trauma Healing, Child Protection, Conflict Analysis, Democracy, Conflict Resolution and Peace Building	Youth	25
Job Finding Skill/Public Speaking	Advanced English Education and Building Employable Skills throwing studying how to write a CV and Public Presentation	Youth	13
TAHRE Program	Complete TAHRE Guide	Youth	48
Portuguese I	Basic Portuguese Education	Youth	47
Portuguese II	Intermediate Portuguese Education	Youth	26
Drama in English	Basic English Education, Psychological Support and Improvisation Drama	Youth	10
Activity for Kids	Basic Portuguese and English, Mathematics, TAHRE, Drama Game, Arts for The Cultivation of Aesthetic Sensitivity	Kids	20
		Total	313*

April – June Term 2010

Subject	Contents	Target Group	Participants
English course	Basic English Education	Youth	99
Child Protection/TAHRE in English	Intermediate English and complete TAHRE Guide - Human Rights, Child rights, Trauma Healing, Child Protection, Conflict Analysis, Democracy, Conflict Resolution and Peace Building	Youth	24
Job Finding Skill/Public Speaking	Advanced English Education and Building Employable Skills, studying how to write a CV	Youth	12
TAHRE Program	Complete TAHRE Guide	Youth	18
Portuguese I	Basic Portuguese Education	Youth	39
Portuguese II	Intermediate Portuguese Education	Youth	6
Drama in English	Basic English Education, Psychological Support and Improvisation Drama	Youth	10
Activity for Kids	Basic Portuguese and English, Mathematics, TAHRE, Drama, Games, Arts, Dance, Capoeira, etc	Kids	20
		Total	228*

22 - 26 March 2010

Subject	Contents	Target Group	Participants
Intensive TAHRE Course	Skill development in the areas of conflict mitigation, child protection, mediation, decision-making, child abuse, trauma and counseling. Psychosocial activities involving art, music, interactive role-plays and trust building exercises.	Youth and Community Leaders	189

July – September Term 2010

Subject	Contents	Target Group	Participants
English course	Basic English Education	Youth	48
Child Protection/ TAHRE in English	Intermediate English and complete TAHRE Guide - Human Rights, Child rights, Trauma Healing, Child Protection, Conflict Analysis, Democracy, Conflict Resolution and Peace Building	Youth	30
Job Finding Skill/Public Speaking	Advanced English Education and Building Employable Skills, studying how to write a CV	Youth	30
TAHRE Program	Complete TAHRE Guide	Youth	9
Portuguese I	Basic Portuguese Education	Youth	32
Earring made	Extracurricular creativity for additional skills for children and youth	Youth	8
Activity for Kids	Basic Portuguese and English, Mathematics, TAHRE, Drama, Games, Arts, Dance, etc	Kids	62
		Total	171*

October – December Term 2010

Subject	Contents	Target Group	Participants
English course	Basic English Education	Youth	93
Child Protection/ TAHRE in English	Intermediate English and complete TAHRE Guide - Human Rights, Child rights, Trauma Healing, Child Protection, Conflict Analysis, Democracy, Conflict Resolution and Peace Building	Youth	21
Job Finding Skill/Public Speaking	Advanced English Education and Building Employable Skills, studying how to write a CV	Youth	9
TAHRE Program	Complete TAHRE Guide	Youth	18
Portuguese I	Basic Portuguese Education	Youth	37
Earring made	Extracurricular creativity for additional skills for children and youth	Youth	18
Activity for Kids	Basic Portuguese and English, Mathematics, TAHRE, Drama, Games, Arts, Dance, etc	Kids	108
		Total	304*

\* The number of people attending classes in each period includes some participants that attended more than one class or activity.

## ANNEX III – CHILD PROTECTION TRAININGS

No	Training dates	Location	Outreach conducted	Follow up conducted	Participants
1.	April 16-17	Manleuana	March 13	June 4	28
2.	April 23-24	Becora Culau	March 15	June 12	30
3.	June 24-25	Ba Futuru Peace Center – participants from various target communities	June – Various	Planned for 2011	42
4.	November 18-19	Comoro Police Station	Oct – Nov	Planned for 2011	15
5.	November 18-19	Bidau Santa-Ana	November 15-16	Planned for 2011	19
6.	November 23-24	Training held in Vila, Atauro Island - for teachers from across Atauro Island	November 18-19	Planned for 2011	25
	<b>Total</b>				<b>159</b>

\* Each of these two-day child protection trainings included information on identifying at-risk children, positive discipline strategies, child rights mapping, child protection, referral pathways and psychosocial support for children. In addition, the training for the Comoro police included additional topics related to the new domestic violence law and made use of the TLPDP (Timor-Leste Police Development Program) manual on investigations around sexual and gender-based violence. The training for teachers in Atauro used Ba Futuru's Positive Discipline manual and chapters four and five from Ba Futuru complete TAHRE manual (as did the trainings above), but also made use of the UNESCO manual, 'Positive Discipline in the Inclusive, Learning-Friendly Classroom' (see below), that Ba Futuru recently translated into Tetum and published with the support of UNMIT Human Rights and Transitional Justice Section.

## ANNEX IV – ADDITIONAL COURSES ON ATAURO ISLAND

No	Training dates	Location	Content	Participants
1.	October - December	Vila, Atauro	English	21 children & youth
2.	October - December	Vila Kindergarten, Atauro	Animation	60 children
	<b>Total</b>			<b>81</b>