



For the Future
Ba Futuru
For the Future

Annual Report

2013

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TABLE OF ACRONYMS

AusAID: the Australian Agency for International Development
AVID: Australian Volunteers for International Development
AYAD: Australian Youth Ambassadors for Development
CPO: Child Protection Officer
CPN: Child Protection Network
CRC: Convention on the Rights of the Child
CRT: Community Response Team
DNRS: Diretorio Nacional de Reinsersaun Sosial / National Directorate of Social Reinsertion
ECDI: Early Childhood Development Initiative
ECEC: Early Childhood Education Facility
EPD: Ekipa Promove Dame / Peace Promotion Team
GBV: Gender-Based Violence
IFA: Institut für Auslandsbeziehungen / Germany's Institute for Foreign and Cultural Affairs
INFORDEPE: Instituição Nacional de Formação de Docentes e Profissionais da Educação (National Teacher Training Institute)
JICA: Japanese International Cooperation Agency
MoE: Ministry of Education
MSS: Ministry of Social Solidarity
TAHRE: Transformative Arts and Human Rights Education
PECT: Protection, Empowerment and Conflict Transformation
PNTL: Timor-Leste National Police Force
PTM: Protection Team Member
UNICEF: United Nations Children's Fund
UNDP: United Nations Development Programme
UNTL: Universidade Nacional de Timor-Leste / National University of Timor-Leste
UN Women: United Nations Entity for Gender Equality and the Empowerment of Women
VPU: Vulnerable Persons Unit of the Timor-Leste National Police Force
VSS: Victim Support Services

TABLE OF DEFINITIONS

Adat: a customary system of justice
Aldeia: village
Chefe Suco: head of *suco*, the governmental level below sub-district
Chefe Aldeia: head of *aldeia* / village; the governmental level below *suco*
Child Protection Officer: one officer per district is appointed by the Ministry of Social Solidarity (MSS) to liaise between communities and the MSS Child Protection Unit about child protection issues
Feto Fantásiku ba Dame: fantastic female peace builder
Feto Rua: women representatives who serve on the *Suco* Council
Feto Juventude: female youth representatives who serve on the *Suco* Council
Lia Na'ins: those who traditionally resolve local disputes
Lisan: a customary system of justice
Suco: governmental level below sub-district

GLOSSARY OF COMMON TERMS

Protection: Refers to the protection of vulnerable people, including women and children, against all forms of abuse, including violence, sexual abuse, economic exploitation, and neglect. Ba Futuru aims to promote and increase protection through response and prevention programs through community structures, key actors, and the state. Programs for preventing abuse include advocacy and the provision of training about protection issues to community members, including children and youth, local leaders, teachers, child care workers, police and other state actors. Response programs focus on providing protection to victims and include strengthening community-based support mechanisms such as Child Protection Networks and Protection Teams, increasing local-level access to, and knowledge of, existing services in the formal justice system, as well as advocacy and training to improve the quality and efficacy of these mechanisms.

At-risk: Refers to people that are particularly vulnerable to abuse, delinquency or exploitation, or are restricted in fulfilling their rights and entitlements. At-risk people are often subject to social exclusion, and thus restricted from accessing employment, education, services and other opportunities. They often come from families or communities where poverty and unemployment are high, where there is little opportunity to be involved in community activities, and where violence and abuse are normalized.

Key actors: Refers to leaders and other members of a community who hold positions of power, prestige, respect or representation and have a potentially large impact on a community's ability to embrace and implement change. Key actors often include members of the local *Suco Council*, church representatives, youth leaders, and others that are influential in the community.

Empowerment: Refers to increasing the power of individuals and communities and building their confidence and capacity to control their own lives and claim their rights. This can involve increasing access to education, strengthening social structures, and overcoming obstacles to opportunities related with gender or other forms of social disadvantage.

Vulnerable: Refers to people who are vulnerable to the possibility of physical or emotional harm, often because of their limited power to protect themselves due to a range of factors, including limited capabilities, lesser physical strength, a lower level of education, illiteracy, relationships that involve economic or emotional dependency, and previous experiences of abuse and harm.

MESSAGE FROM BA FUTURU'S NEW NATIONAL DIRECTOR

Reflections and Looking Forward

In 2013, Ba Futuru achieved remarkable success. More than 60 staff members delivered programs to more than 3,400 individuals, of which more than half are female. Below, I highlight some of the 2013 achievements I am most proud of and excited about.

With support from GIZ and Pixelasia, Ba Futuru produced the first films in a new series, Feto Fantástiku ba Dame. These films aired on TVTL, Timor-Leste's national television station, across the nation. The title character, Feto Fantástiku, is a female peace building super hero who appears in everyday conflict situations—neighbors fighting over a water supply, siblings fighting over a shared motorbike, and parents disciplining children—and guides people to resolve their problems with innovative and positive methods. Through these short, fun, and instructional films, Feto Fantástiku increases people's knowledge and awareness of the importance of non-violent conflict resolution and positive discipline approaches. Moreover, Feto Fantástiku encourages and inspires women to take an empowered role in their families and communities. Through these films, Ba Futuru has brought a positive impact to the lives of thousands of people across Timor-Leste, and we look forward to creating new episodes in the future.

Positive impacts were felt not only by our beneficiaries, but also our staff in 2013. Several staff received capacity building in areas including theatre, psychosocial support, participatory education, and budget training both in-country and internationally. Ba Futuru's work was also recognized internationally through the runners up prize in the STARS Foundation (UK) Impact Award for protection, and an Outstanding Leadership Award in Conflict Resolution from the Association for Conflict Resolution.

On October 31, 2013, Ba Futuru's Board of Directors elected me to become Ba Futuru's new National Director. I have been working for Ba Futuru since 2005 and during that time have advocated for the rights of women and children through Ba Futuru's programs. Most recently, I was the Project Coordinator of Ba Futuru's Empowering Women and Establishing Grassroots Protection Networks Project (EWP), which has effectively built local protection networks at the grassroots level and successfully advocated for policy change at the national level. I am very proud of the work that my team achieved in the EWP. In my new role as National Director, I will continue to build upon this important work, bolstering protection for the vulnerable across Timor-Leste.

I am very exciting about the opportunity to lead such a great organization that is working to stop violence in homes, schools, and communities across Timor-Leste.

Sincerely,

Juliana 'Lica' Marcal

2013 ACHIEVEMENTS

- Ba Futuru's conflict mitigation, civic education and gender-based violence training workshops engaged more than 500 key actors, including youth, community leaders, and police on Ataúro island and in conflict-prone communities in the districts of Aileu, Ainaro, Baucau, Bobonaro, Cova Lima, Dili, and Oecusse. These workshops enhanced participants' conflict prevention and peace building skills and increased their ability to stop the cycle of violence in their families and communities.
- Thousands of students, teachers and administrators from six schools in the districts of Lautém, Aileu and Dili benefited from child protection, conflict resolution, and positive discipline training, as well as innovative training on positive behavior reinforcement and legal frameworks for protection.
- Ba Futuru opened its own preschool, the Early Childhood Education Facility. This facility has already enhanced the early childhood development of more than 20 Timorese and international children who have attended, while also providing high-quality on-site mentoring for educators.
- Ba Futuru developed a new teacher training curriculum for early childhood education and trained more than 120 educators, thereby impacting the lives of thousands of young children across Timor-Leste.
- During the almost three months that government schools were closed in 2013, Ba Futuru provided life skills training to 76 youth from the two schools targeted by our High Schools Transformation Project. These students learnt valuable skills in conflict resolution, public speaking, human rights, job finding, and violence prevention, which will enhance their lives for years to come.
- Ba Futuru, together with GIZ and Pixelasia, created the amazing new *Feto Fantástiku ba Dame* series, which aired on the national television channel, TVTL, across Timor-Leste. These films revolve around a female super hero, Feto Fantástiku (Fantastic Woman), who shows up in escalating conflict situations and solves the issues together with the involved parties by demonstrating the benefits of non-violent conflict resolution. In the first three films, Feto Fantástiku resolves problems and teaches valuable lessons on positive discipline, the seven steps of conflict resolution, and the win/win approach to conflict resolution.
- Throughout 2013, Ba Futuru's Peace Center bustled with noise, color and activity as hundreds of children and youth attended courses and activities. Vibrant murals welcomed visitors and students to the Peace Center, where a variety of activities and free educational courses were offered. Courses offered included creative arts, sports, numeracy and literacy, and foreign language classes.
- Ba Futuru enhanced our core training manual with graphic design and new content on civic education and gender-based violence. We also created two comic books filled with information and images of civic education and non-violent conflict resolution.

BA FUTURU'S PROFILE

Ba Futuru is a non-profit development organization working to enhance child protection systems and peace-building capabilities in Timor-Leste. Since its founding in 2004, Ba Futuru has provided life-enhancing programming to more than 28,000 children, women, youth, community leaders, police, and other key actors in the areas of peace-building, gender empowerment, education, child protection, civic education, and conflict transformation. Ba Futuru's activities are founded on the principles of mutual learning, capacity development, artistic self-expression, and human rights-based programming. Ba Futuru's programs reach all districts of Timor-Leste.

Vision: To transform mistrust and violence into peace by supporting the people of Timor-Leste 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 psychosocial¹ 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.

Goals:

- 1) To equip marginalized groups with the skills to create a positive and peaceful future by developing their capacity through programs in job preparedness, leadership and public speaking skills, human rights, and interactive activities that advocate for peaceful conflict resolution and non-violence.
- 2) To provide at-risk children, women and youth with the knowledge and skills 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 people – including teachers and school directors, parents, police, civil society actors, traditional leaders, and elected community leaders – with the knowledge and skills to implement community-based protection, access the formal justice system, and increase their understanding of the negative impacts of violence and physical punishment.
- 4) To empower female leaders as agents of protection in their communities and provide them with enhanced skills in leadership and decision making, in order to assist them in making a meaningful contribution to the development of their nation.
- 5) To increase the capacity of youth from conflict-prone communities to mitigate conflict through building their skills in the areas of civic education, human rights, child protection, positive discipline, mediation, decision-making, gender equality, gender-based violence, legal frameworks, referral pathways, conflict analysis, and conflict resolution.

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

2. Hodal, K. (2012), 'Cuban infusion remains the lifeblood of Timor-Leste's health service', <http://www.guardian.co.uk/global-development/2012/jun/25/cuba-lifeblood-timor-leste-health-service>, The Guardian, 25

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. Timor-Leste's history of occupation began with four centuries of Portuguese colonization. During World War II, the Japanese occupied the country for three years, causing the death of tens of thousands of people. Shortly after Timor-Leste became independent from Portugal, Indonesia invaded. During 24 years of brutal occupation, a third of the local population of approximately one million people died, due to a combination of violence, famine and disease.²

Nation building is a complicated process and, more than 10 years after independence, Timor-Leste still faces many challenges. Timor-Leste remains one of the poorest countries in the world: in 2013, Timor-Leste was ranked 134th out of 187 countries in the United Nations' Human Development Index. The gross national income is just \$3,000³ and the current unemployment rate is estimated at 20 percent – for youth in urban centers, this rises to as high as 40 percent.⁴ Literacy rates remain low: the average adult has completed just 4.4 years of schooling.⁵

Furthermore, Timor-Leste's violent past has resulted in sustained and systematic devastation throughout the country. The history of violent conflict destroyed trust and created a divided society based on fear and victimization that left deep emotional and social wounds, generating ongoing cycles of violence. Following independence in 2002, Timor-Leste started the difficult task of nation building. Things were fairly peaceful until 2006, when political and civil unrest ensued and infighting between the police and military began. Between 2006 and 2008, the country went through a stage of unrest that led to widespread anxiety and distress, as well as to the displacement of more than 150,000 people of a population of approximately one million. Past violence and civil unrest was partly due to a lack of adequate education, unmet expectations of independence, wide-scale unemployment, and an extremely high population of young people who were not in school nor employed.

To this day, there is a pervading lack of respect for the rights of women and children in Timor-Leste. Traditionally, men wield 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 at the local level, they are often dealt with through traditional mechanisms where local elected and traditional leaders act as de facto judges, instead of being processed through the formal court system. Decisions made by local leaders about domestic violence often violate the very international human rights norms that Timor-Leste has undertaken to respect. In cases of rape and sexual violence, child victims are at times forced to leave school and often feel that they cannot go to the police. Due to the dowry system commonly used across Timor-

2. Hodal, K. (2012), 'Cuban infusion remains the lifeblood of Timor-Leste's health service', <http://www.guardian.co.uk/global-development/2012/jun/25/cuba-lifeblood-timor-leste-health-service>, The Guardian, 25 June 2012

3. United Nations Development Programme 2012, *International Human Development Indicators*, [Online], Available: <http://hdrstats.undp.org/en/countries/profiles/TLS.html> [8 March 2013].

4. East Timor Law and Justice Bulletin 2012, *Correlation between High Unemployment and Violence in Timor-Leste*, [Online], Available: <http://easttimorlegal.blogspot.com/2012/08/correlation-between-high-unemployment.html> [8 January 2013].

5. United Nations Development Programme 2012, *International Human Development Indicators*, [Online], Available: <http://hdrstats.undp.org/en/countries/profiles/TLS.html> [4 April 2013].

Leste, many men consider women as property and female children are at times forced to marry. Women and children also lack power at the village level as well as in their homes; traditionally, women cannot stand up to men or be involved in decisions to resolve conflict at the village level. Furthermore, an excessive use of violence is used as discipline and as a way of solving disputes, which means that there is a pressing need for interventions to support vulnerable persons. Timor-Leste is a new country, and government entities for protection and access to justice are still taking shape. At the local level, knowledge about how to access these entities is lacking.

For Timor-Leste to sustain peace, these are some of the needs that should be addressed.

CROSS-CUTTING ISSUES

Child Protection

In 2013 the following Ba Futuru projects addressed child protection issues:

- Child Protection Project Early Childhood Development Initiative
- Empowering Women and Establishing Grassroots Protection Mechanisms
- Strengthening Peace in the Lives of Children: Stopping the Violence

The use of physical punishment and abusive discipline practices in Timor-Leste is prevalent, both in the home and in the classroom. Long standing traditions and cultural beliefs perpetuate these practices, including the belief that physical punishment is an effective way of teaching right from wrong, that it instills respect, and that it is not physical abuse. UNICEF and Plan International's 2006 joint report, *Speak Nicely to Me*, cites that, in Timor-Leste, "two-thirds of children reported teachers beating them with a stick and almost four out of every ten children reported teachers slapping them in the face."⁶

According to internationally accepted research and child development theory, physical violence is not an effective way to discipline children – in fact, it harms relationships, is a form of abuse, and teaches children that the use of violence is an acceptable way to solve problems and resolve conflict. Additionally, physical violence violates the Convention on the Rights of the Child (CRC), which Timor-Leste ratified in 2003. In order to encourage supportive and positive discipline practices that do not use violence, Ba Futuru developed a training curriculum and teaching 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. Since that time, Ba Futuru has regularly updated its training materials to incorporate new information and progressively adapt the materials and activities to the cultural context of Timor-Leste.

Trainings on child protection were offered through various projects in 2013 with diverse participant cohorts, including NGO workers, teachers, school administrators, police officers, and community leaders. These trainings included units on:

- Children's rights and the national legal framework for their protection
- Children's psychosocial needs
- Child abuse and trauma, and how to identify and help children at risk
- How to access legal, medical and social services for child victims of abuse, and how to report child protection cases
- The negative impacts of physical punishment
- Positive (non-violent) discipline strategies
- Positive behavior reinforcement and classroom management

The child protection and positive discipline manual, as well as its corresponding trainings, has been well received by teachers. Many said that the discussions stemming from these trainings have exposed them to new ideas and important information. While resistance to new ideas that challenge people's current practices is inevitable, many of those who participated in the trainings have been led to question their own behavior and re-evaluate the methods they use with their students and their own children. Follow-up evaluations and mentoring with teachers, and interviews with the

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

children under their care show that, in general, the participants have made significant changes to their behavior and are using far less harmful discipline methods towards children and youth.

The use of violence breeds more violence, with countless studies showing that children that are abused and beaten regularly revert to these violent models of behavior as adults. Reducing the use of violence against the nation's children and youth will teach the youngest generations that non-violent methods are the most effective for solving problems. Therefore, Ba Futuru's child protection work is an integral part of its mission to build sustainable peace in Timor-Leste.

Youth Engagement

Timor-Leste has experienced an immense loss of life over the last half century, due to war, occupation, forced starvation, extrajudicial killings, torture, and disappearances. Additionally, the country has one of the highest per capita birth rates in the world. As a consequence, Timor-Leste has an extremely young population. Approximately 43 percent of the population is younger than 15 years, and 62.9 percent of the population is younger than 21 years of age.⁷

Conflict and poverty have affected the whole population; however, due to their vulnerability and dependence, young people are disproportionately affected. Children and youth need psychosocial interventions to help them process their experiences so they can live with a sense of safety. Many children have seen violence occurring in the streets and in their homes. In 1999, many witnessed rape and murder, as Indonesian troops and militia destroyed 70 percent of Timor-Leste's infrastructure. More recently, during the crisis in 2006, many children were present as houses were looted and burned.

The violence and anxiety experienced by young people during armed conflict and the period of recovery that follows have both short- and long-term effects on their mental health, quality of life, and subsequent behavior as adults.⁸ In a nation such as Timor-Leste, positive interventions to break the cycle of violence and build peaceful futures are crucial. However, despite the obvious need to ameliorate the harms suffered by children, there are few programs in Timor-Leste that specifically and directly address this issue.

In order to stop the cycle of violence, young people require assistance in gaining essential life-navigation skills in areas such as conflict mitigation, job preparedness, decision making, and problem solving. Such skills are required to build a nation – and indeed a world – where extreme poverty has been overcome and peace and security are assured. Ba Futuru's programs channel the vibrancy and passion of Timorese children and youth into constructive activities, and empower them with new skills and goals. This is a crucial step towards building lasting peace.

In 2013 the following Ba Futuru projects worked with at-risk youth:

- Youth activities at Ba Futuru's Peace Center
- Enriching Public Participation in the Democratic Process Initiative
- Peace Promotion Theater Project
- Youth Empowerment and Peace Building Project

7. United Nations Development Programme, *Timor-Leste Human Development Report 2011: Managing Natural Resources for Human Development*, Timor-Leste, 2011.

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

In order to reduce violence in conflict-prone areas, Ba Futuru targets at-risk youth – including members and leaders of gangs and martial arts groups – in an effort to transform negative attitudes and behavior. These individuals are offered opportunities to build their skills in conflict mitigation, and they are empowered with the skills to keep themselves and their peers out of violent situations.

Ba Futuru has been remarkably successful in shifting the thinking and behavior of many at-risk youth.

For example, after participating in one of Ba Futuru’s trainings, a 24-year-old male youth reported:

I am very happy because this training changed me and my mentality and increased my capacity. These lessons are new for me, especially the conflict tree, conflict mapping, mediation, how to live in democracy, and how to become a good citizen, which all help to contribute to the development of Timor-Leste.

I will avoid violence and minimize conflict in my life. In the past I always committed violence including sexual, physical, and domestic violence. The lessons that I learnt in the training can help me to minimize violence in my life, and they can also help me to live in peace and even fight for justice. This training also gave me an opportunity to apply the knowledge and skills in my life. I will implement the lessons in my family, community, and country as much as I can, even though it may be difficult.

As several Ba Futuru staff and prior training participants come from at-risk backgrounds themselves, or have been affiliated with gangs, they are able to play a key role in assisting with outreach initiatives aiming to involve additional youth from similar at-risk backgrounds in training programs.

Women’s Empowerment

Violence against women is prolific in Timor-Leste’s intensely patriarchal society. Traditional customs and practices are upheld, which typically afford women unfulfilled rights and minimal respect. Women disproportionately suffer the impacts of the ongoing economic deprivation that stems from enduring poverty, and many live under the constant threat of domestic violence. It has been said that in Timor-Leste, a woman is violently or sexually assaulted every minute; every day, two or three are seriously injured due to violence inflicted by their boyfriend, husband, father, or uncle.⁹ These disempowering circumstances are exacerbated by the fact that Timor-Leste has one of the youngest demographics in the world and an extremely high fertility rate of 5.32 children per woman.¹⁰ The immense responsibilities associated with child rearing add to the burdens placed on women.

In 2013 the following Ba Futuru projects focused on women’s empowerment:

- Empowering Women and Establishing Grassroots Protection Networks Project
- Peace Promotion Theater Project

The Peace Promotion Theater Project took various theatrical pieces on women’s empowerment to all the districts of Timor-Leste. Many of the theater pieces were performed in schools and communities, and others were disseminated widely through radio and television. These pieces not only included messages about women’s empowerment, but also showed women in dynamic

9. Fokupers (Forum Komunikasi Untuk Perempuan Timor Lorosa’e), 2010 Diary.

10. Fertility Rate; Total Births per Woman in Timor-Leste (2012) <http://www.tradingeconomics.com/timor-leste/fertility-rate-total-births-per-woman-wb-data.html> [4 April 2013]

powerful roles making decisions and teaching others. Topics included the Law Against Domestic Violence, the Penal Code, strategies for resolving problems without violence, women in politics, and positive relationships between boys and girls in the school environment.

In addition to theater projects, Ba Futuru also works with female elected leaders at the grassroots level. Ba Futuru's Empowering Women and Establishing Grassroots Protection Networks Project (the EWP) places a special focus on working with female elected leaders. These include *feto rua* (the female representatives on the *suco* council, or village council), *feto juventude* (the young female members of the *suco* council), and female *chefe aldeias* (heads of villages). These women were not only targeted for Protection, Empowerment and Conflict Transformation (PECT) trainings, but also given special roles in the Protection Teams that the EWP established in target areas. Their role is to liaise on behalf of their communities about local protection issues.

Women are frequently sidelined from fulfilling their elected leadership roles in the *suco* councils of Timor-Leste. While a minimum of three women must be included in each *suco* council, their participation is often tokenistic and passive, as men largely dominate the discussions and decision making. Since the EWP began in 2011, it has been taking positive steps towards empowering local female leaders as key agents for protection. Female community leaders involved in the project have been successful in referring more than forty protection cases to the formal system, as well as advocating for the issue of protection in their monthly *suco* council meetings.

After the leadership and public speaking training for female Protection Team Members, a female *Chefe Aldeia* of a remote village (aged 35) reported:

Through this training, I began to feel empowered and I felt my capacity grow. As a Protection Team Member as well as a Chefe Aldeia in my community, I feel the lessons on leadership and the referral pathways will help to increase my comprehension of how to be a good leader. In my aldeia there are a lot of cases of sexual abuse, physical abuse, and domestic violence, and many women I know who experience domestic violence stay with their husbands. Before I attended this training I had no idea how I could help them get assistance. Luckily, I have been selected as a Protection Team Member for Lahane Oriental and have been involved in this training. I will now strive to help these women find better solutions, as I know the places where those who experience violence or abuse in their life can get assistance. Thank you to Ba Futuru for this training and for linking me directly with the Child Protection Officer from the government, so that in the future I can ... easily refer cases that I am faced with in my community.

After attending the training Protection Team Members, a female 24-year-old *Chefe Aldeia* from Ataúro Island reported:

When I was asked to participate in this training, I felt very happy because the information that they shared with me at that time sounded very useful for my task as an elected female leader for Aldeia Ataúro Vila Maumeta. After the training, I now feel happy because, through this opportunity, I was able to learn about public speaking, debate, and leadership. I also was able to listen to government information on child protection directly from Maun Florencio [the head of the Ministry of Social Solidarity's Child Protection Unit whom Ba Futuru invited to speak with training participants]; this information really connects with the reality of our lives in Ataúro. In another part of the training, the ALFeLa [a Timorese legal aid NGO which Ba Futuru also invited to speak with training participants] opened our minds regarding domestic violence law and the process of how to help victims get better assistance and access to justice.

Supporting Government

Ba Futuru has worked with and supported various aspects of government in Timor-Leste for several years, helping to build the fledgling capacity of government bodies and their employees in areas important to their successful operation, such as education, protection, and community engagement. Additionally, Ba Futuru has contributed to the development of networks and mechanisms that forge closer links between the grassroots level and the government, helping to expand and improve the protection provided to Timor-Leste's most vulnerable citizens.

The Ba Futuru projects that supported government in 2013 include:

- Strengthening Peace in the Lives of Children: Stopping the Violence
- Empowering Women and Establishing Grassroots Protection Networks
- Early Childhood Development Initiative
- Enriching Public Participation in the Democratic Process Initiative

Supporting Policy

Ba Futuru is a strong advocate of the rights of women and children in Timor-Leste. Through the Empowering Women and Establishing Grassroots Protection Networks Project (EWP), Ba Futuru has undertaken effective advocacy at the national level, resulting in astounding progress:

1. In 2013 the Timor-Leste Ministry of Social Solidarity (MSS) added a Gender Focal Point and an additional Child Protection Officer for each of the country's 13 districts. These roles serve critical functions in advancing women's and children's rights and protection, as per Ba Futuru's Policy Brief recommendations. Moreover, MSS incorporated additional key recommendations made by Ba Futuru into their 2014 Strategic Plan.
2. Also in 2013, Ba Futuru was appointed an advisory member of the National Parliament's Working Group on Gender-Based Violence (GBV). In this role, Ba Futuru has briefed parliamentarians on violence against women in Timor-Leste for various regional conferences and study trips; provided briefings and recommendations for the annual budget debates; and attended monthly meetings with the parliamentarians to discuss GBV and other issues affecting women.

In addition, Ba Futuru is a long-time member of Timor-Leste's Child Protection Network, which coordinates programming and advocacy among development organizations nationally. By working directly with local authorities and leaders, Ba Futuru ensures that traditional practices and governance mechanisms are incorporated into our work and given the opportunity to make their practices more sensitive to the needs and rights of children, women, and other vulnerable groups.

Supporting Education

Ba Futuru has been working in the formal education sector since 2006. Ba Futuru supports the Ministry of Education by facilitating training for preschool, primary and secondary school teachers, and teacher trainers on Ataúro Island and in districts including Aileu, Baucau, Bobonaro, Cova Lima, Dili, Liquiçá and Lautém. Ba Futuru signed a letter of understanding with the Ministry of Education in 2010 formalizing our child protection and positive discipline trainings for teachers.

Throughout 2013 Ba Futuru provided teacher training to more than 180 early childhood educators and secondary school teachers in Aileu, Bobonaro, Dili, Liquiçá and Lautém districts as part of our ongoing efforts to stop the use of violence against children in the classroom.

Early childhood educators from Maliana, Balibo and Liquiçá received a training on child protection and positive discipline in late 2013. Early childhood educators from Maliana, Balibo and Liquiçá received a training on child protection and positive discipline in late 2013. Evaluations before and after the training showed increased knowledge of child protection issues and positive shifts in attitudes regarding discipline practices. For example, the proportion of educators that could list signs of trauma and abuse in children rose from 43 percent before the training to 91 percent after the training. The proportion that could list types of child abuse rose from 35 percent to 100 percent. The proportion that knew where they could get help for children that were experiencing abuse rose from 35 percent to 91 percent. And, the proportion that thought positive praise is an effective way to reinforce good behavior rose from 9 percent to an impressive 87 percent.

Supporting the Police

Ba Futuru engaged members of the police through its Empowering Women and Establishing Grassroots Protection Networks project (EWP) and through the Enriching Public Participation in the Democratic Process Initiative (EPPI). Both projects target key actors at the community level. The EPPI works to build skills at the local level to prevent violence; the EWP increases protection for women and child victims of abuse. The Timor-Leste National Police Force (PNTL), and particularly its Vulnerable Persons Unit (VPU) and the Community Police, play a critical role in connecting local instances of violence and abuse to formal protection mechanisms. However, many police possess little knowledge of these formal systems. Additionally, although national police often receive mentoring from international police and other special training programs, they still lack knowledge and awareness about the special needs of vulnerable persons, the intricacies of the law against domestic violence, and how to identify and assist children who are at risk. In response to this need, Ba Futuru involves police in its training programs wherever possible.

In a follow-up interview for an EPPI project training, one 32-year-old female VPU officer stated:

I feel that the training I participated in a couple months ago was very good for me because it opened my mind and also provided the necessary knowledge for working as a VPU police officer, such as conflict resolution and gender-based violence, especially domestic violence. Before the training, I liked to quarrel with my family and colleagues. After attending the training, I applied the lessons I learnt in my life, family, community, and workplace, and I tried to minimize my bad behavior. In addition, I used conflict analysis instruments to resolve a domestic violence case in my community, and in the end, I got a good solution.

Another 34-year-old female Community Police officer said:

I am really happy with and proud of this training because it was closely related to my work [...] I will try to influence the people who are involved in drugs and human trafficking with the Law Against Domestic Violence, the Penal Procedure Code, and the Penal Code.

One 32-year-old female participant stated:

I really appreciate the training because I was able to develop my capacity as a national police officer in the community. Before the training, I always used violence when I arrested suspects. After the training, the lessons I learned changed my bad behavior. When I confronted the problem that youth made a lot of noise and fought each other in the street, I advised them to sit down and listen to each other and suggested that we should find a solution together. Now, they also understand that the use of violence is not a good way to solve problems. In addition, I have shared these lessons with the community people, so they can avoid the use of violence.

Supporting Protection Networks

The government systems and networks for the protection of Timor-Leste's most vulnerable citizens are still in a formative stage in this young nation. They are under-resourced and staffed by a workforce with minimal professional qualifications and experience. Hence, Ba Futuru's work in developing grassroots protection networks that link local issues to the existing district and national mechanisms is instrumental in building awareness about these formal systems and improving their effectiveness. This work also empowers local communities with knowledge about their rights, the law, and the protection services available to them.

Ba Futuru's Empowering Women and Establishing Grassroots Protection Networks project (EWP) has created local female Protection Teams in two high-conflict *sucos* (villages) in the city of Dili and another protection team that services the five villages on Ataúro Island. These teams offer support within the community and have already identified and referred more than forty domestic violence and child protection cases to appropriate services.

Ba Futuru supports the Protection Team Members (PTMs) by helping them to document and report cases of abuse; to refer victims to medical, legal, or social services; and to coordinate monthly grassroots protection meetings. Because they live in the communities in which they work, these women are approachable to victims – especially women and girls – and are thus well placed to identify protection cases. In this way, the project also helps to bolster meaningful female participation in peace-building and post-conflict governance, and to ensure that female community members are actively involved in combating the issues that affect their lives.

Ba Futuru recommends enhancing access to protection services at the local level by appointing certain individuals to *Suco* Councils to act as local-level advocates for protection, thereby helping to fill the protection gap. This strategy is aligned with the recommendations contained in the 2012 Timor-Leste Child and Family Welfare System Policy Paper by the Government, which Ba Futuru participated in the drafting of.

Community leaders have a great impact on the wellbeing of women and children in Timor-Leste. Due to the predominant use of *adat* or *lisan* customary justice practices, community leaders serve as de

facto judges. They are the first line of response to incidents of violence in the community and are traditionally seen as the main authority for resolving disputes at the local level. However, they also have the potential to inflame conflict if not careful with their power. Thus, in Timorese society, community leaders are uniquely placed to take on important roles in resolving and transforming conflict at the grassroots level, including prevention and response to domestic violence. Hence, many of Ba Futuru's projects target community leaders – including *Chefe Sucos*, *Chefe Aldeias* and *Lia Na'ins* (elders) – in protection and peace building trainings.

Currently, the government is only able to afford district-level protection advocates and has deemed additional protection advocates at the *suco* level not financially realistic. Utilizing community leaders instead will allow the government to achieve better protection outcomes while using existing structures and leadership. This requires defining *suco* council members' roles more precisely and providing them with the necessary resources to carry out their responsibilities. This could possibly include a small stipend for communications and transport costs.

Ba Futuru's EWP has been piloting the use of female *suco* council members as advocates for protection. Ba Futuru recommends that the government build on this model to ensure that access to justice and assistance mechanisms reach at least the *suco* level, if not further. Our findings indicate that such a model would be efficient because the village leaders are already recognized as access points for justice – they often the first point of contact for victims who decide to seek assistance beyond the family home. Local authorities understand the issues in their communities and are able to identify the main perpetrators of violence. Therefore, it is greatly important to continue to empower local leaders with knowledge in gender equality, criminal law, the Law Against Domestic Violence, and mechanisms for reporting cases, so they can facilitate the community's access to justice and use their influence to change attitudes, especially in communal decision making.

Bridging the divide between state protection structures and local realities is an essential part of improving protection for vulnerable populations in Timor-Leste. Through the EWP's development of grassroots protection networks, a model system will be created which can be replicated across the country.

TRAINING PROGRAMS AND RESOURCES

Ba Futuru's Transformative Arts and Human Rights Education (TAHRE) Program was developed in 2004 to strengthen the capacity of the Timorese people to create and sustain peace in Timor-Leste. The program's curriculum, the TAHRE Guide, teaches participants about their own rights, the rights of others, and how to reduce violence in their everyday lives.

The TAHRE Guide forms the basis of Ba Futuru's projects, but in recent years, Ba Futuru has developed several other training manuals and materials for our expanding training programs. These cover gender equality, child protection; positive discipline and participatory education; conflict prevention, mediation and resolution; early childhood development and education; and legal frameworks for protection.

The comprehensive and interactive Protection, Empowerment and Conflict Transformation (PECT) Manual was developed in 2012 for the EWP. Drawing upon existing materials, the manual includes new lessons about gender-based violence (GBV) and effective participation in community-level action, such as decision-making skills. Additionally, it provides information about legal frameworks such as Timor-Leste's new Penal Code, and the Law Against Domestic Violence, which was passed in 2010. This material introduces participants to the legal framework surrounding different forms of violence and abuse; identifies the correct procedures for responding to and reporting incidents; and asserts every individual's right to legal assistance in cases of domestic violence. Together, the various elements covered by this curriculum work together to empower people with knowledge and skills to protect vulnerable people, mitigate violence at the local level, and take on this vital protection role by becoming leaders in their communities.

In 2013 new materials on civic education and gender-based violence were incorporated into Ba Futuru's TAHRE and PECT manuals.

The Early Childhood Education Manual was first developed in 2012 and then revised in 2013 for use in early childhood trainings at the Ba Futuru Early Childhood Education Facility. The manual covers key learning areas and competencies for young children, techniques for educators to assist with planning and reflection, child-centered approaches and participatory strategies in early childhood education, tips on working with parents and communities, and guidelines for working with children affected by violence and conflict.

Ba Futuru's resources on Child Protection and Positive Discipline were further enriched in 2013 by the addition of modules on positive behavior reinforcement and the national legal framework for child protection, including more detailed guidelines on how to access legal, medical and social services for child victims of abuse and maltreatment.

The Ba Futuru training manuals used in 2013 projects include:

- Transformative Arts and Human Rights Education (TAHRE)
- Child Protection and Positive Discipline
- Protection, Empowerment and Conflict Transformation (PECT)
- Early Childhood Education
- Lessons Learned: Simple and Effective Strategies for Transforming Timorese Classrooms (manual and 30-min DVD)
- Legal Framework for Child Protection
- Use of Non-Violence with Children: A guide for teachers and childcare staff in Timor-Leste
- Participatory Teaching Methods

The TAHRE Guide and Ba Futuru's other resources are available for free at www.bafuturu.org for use by other organizations.

Key points on Ba Futuru's training methodology:

1. Quality training manuals in both English and Tetun, the predominant local language in Timor-Leste
2. Simple language and frequent use of graphics to assist learning
3. Participatory education techniques to engage illiterate and uneducated populations
4. Skilled Timorese facilitators with experience in training topics
5. Regular capacity development opportunities for facilitators with international and national consultants who are experts in training program areas
6. Follow-up in target communities and with participants to ensure use of knowledge and skills gained through training workshops

2013 PROJECTS

Each year, Ba Futuru runs various projects that promote education, life skills, human rights, gender empowerment, protection for women and children, and the prevention and transformation of conflict. These projects draw upon Ba Futuru's nine years of experience working on peace building and protection-related issues. Many of these projects include training programs that enhance the capacity of children, youth, teachers, parents, police, community leaders, and those from at-risk backgrounds such as gangs and martial arts groups.

The projects that Ba Futuru delivered in 2013 include:

- Ba Futuru Peace Center & Afterschool Program
- Child Protection Project
- Early Childhood Development Initiative
- Empowering Women and Establishing Grassroots Protection Networks Project
- Enriching Public Participation in the Democratic Process Initiative
- High Schools Transformation Project
- Peace Promotion Theater Project
- Strengthening Peace in the Lives of Children – Stopping the Violence Project
- Youth Empowerment and Peace Building Project

Ba Futuru's Peace Center and Afterschool Program

The Peace Center was established at the request of the former President of Timor-Leste, José Ramos-Horta. Ba Futuru, Edge-ucate.org, and Uma Juventude were involved in the initial stages of the project, and Ba Futuru has managed the Peace Center since 2007.

Each year, hundreds of children and youth attend various courses at Ba Futuru's Peace Center and training facility. The Center provides psychosocial support for young people and runs courses on various topics including literacy and numeracy; languages courses in English, Japanese, and Portuguese; as well as traditional dance, music, art, basic health and hygiene, skateboarding and various other sports.

According to many of the participants, the benefits of attending the Center include making friends, learning new skills, feeling more confident, and learning about human rights and conflict resolution. These outcomes will aid them in building a peaceful future for Timor-Leste. Many of the children served by the Peace Center live 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 becoming 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. Children and youth living in the vicinity now have a safe environment to engage in activities and classes that improve their daily lives.

With support from the Sunrise Joint Venture, Ba Futuru has also been able to provide healthy meals to the 20 to 40 children that attend our Afterschool Program on Monday to Friday afternoons. The children's concentration and behavior have improved as a result of having a full stomach before they begin their afternoon classes.

In 2013, with the support of the New Zealand Head of Mission Fund, Ba Futuru has built a new water system at its Peace Centre, including the installation of a 60 meter-deep water-well and an ultra-violet water purifier to ensure that water pumped up from the well is clean and safe. Before building the water well, Ba Futuru suffered from intermittent access to water and was often forced to purchase additional water when city water was unavailable. The newly built deep-water well system guarantees that Ba Futuru can provide reliable access to clean, safe water for all beneficiaries including the children and youth who attend Ba Futuru's Early Childhood Education Facility and Afterschool Program, as well as Ba Futuru's educators and staff and those who attend training at Ba Futuru's Training Facility.

The New Zealand Head of Mission Fund, together with funds from the Davis Peace Grant, also supported the installation of a swing set at the Peace Center, which is used by the Afterschool Program and also by other children from the community around Ba Futuru's Peace Centre. The gravel pit installed under the swings ensures children's safety and wellbeing while using the swing set. With support from the New Zealand and US embassies, as well as STARs Foundation and the Sunrise Joint Venture, Ba Futuru was able to purchase further educational equipment and material. The new equipment and education materials are being used for enhancing learning experiences for children in Ba Futuru's Early Childhood Education Facility and Afterschool Program. The variety of material supports educators in creating and implementing diverse teaching activities that contribute to children's holistic development and strengthen the quality of Ba Futuru's educational programs.

Child Protection Project

In November 2011, Ba Futuru embarked on the three-year Child Protection Project with Plan International. The project focused on working in schools and building the capacity of NGO partners in Aileu and Lautém districts in positive discipline, child protection, peace building, and conflict resolution. This project forms part of the Swedish International Development Agency's (SIDA) efforts to strengthen child protection throughout Timor-Leste.

A survey done with hundreds of high school students who attended positive discipline briefings with Ba Futuru in 2012 showed that an overwhelming majority had either experienced or witnessed physical punishment by teachers on a weekly basis. Based on Ba Futuru's experience working with schools in various parts of Timor-Leste, we believe this is not unique; rather, it is unfortunately common in the vast majority of schools across the country.

As part of Ba Futuru's campaign to eradicate violence against children in classrooms in Timor-Leste, Ba Futuru provided positive discipline and classroom management trainings for 145 NGOs workers, teachers, school administrators, police officers and community leaders in 2012 as part of this project. In 2013, Ba Futuru built upon this work by providing four Child Protection and Conflict Resolution Trainings for 114 student council members from five secondary schools in Lautém district and four secondary schools in Aileu District. Ninety-seven percent of participants reported that they developed their ability to resolve conflict non-violently through that training. After the training, 58 percent could list examples; no one could do this before the training. Furthermore, after the training, 68 percent could accurately list signals of trauma or abuse in children, compared to 25 percent before the training.

The school director of the school ETP Lospalos, Lautém, said:

As the school director, I really appreciate the training because it provided my students with new ideas on how to resolve conflicts and how to identify children experiencing trauma or abuse. The materials about conflict resolution – including conflict analysis, negotiation, mediation and conflict transformation – were related to the current youth situation. On the other hand, child protection lessons taught them the ways to communicate with victims. All the materials my students learnt from Ba Futuru were important for student councils and our school. I would like to thank to Plan and Ba Futuru for inviting our student council members to participate in this training. I suggest to Ba Futuru provide trainings in other schools.

A 19-year-old male student from school ESP 1 Kuluhun, Lautém reported:

It is hard to measure change in yourself, but people around you can see what changed in you. Before the training, it was hard for me to manage conflicts. I just forced people around me to follow my decision. I often used physical violence to solve problems in my family as well. However, now [after the training], even when I face a serious problem, I stay away from the person who created the problem with me at first, and then later when I meet him, I talk calmly. Also, at my school, sometimes I give advice to my friends if they show bad attitudes. The new changes in me surprised my friends and teachers in the school, and they could not believe how I have changed. Often some of my friends asked me, “What has changed you?” and I just answer that the conflict resolution training helped me to reflect on myself to improve my behavior and attitude.

A 19-year-old male student from school ESG Conis, Lautém said:

In my opinion, this child protection and conflict resolution training was good because it developed my knowledge and understanding of what child rights and responsibilities are, how to protect and support children, what a conflict is, how to resolve problems without using violence, and how to create peace in our schools and lives. My understanding of child rights has changed. Before attending this training, I always thought that children have rights to whatever they want no matter whether it is good or bad, but now I understand that children also have the responsibility to seek their rights and to respect other children’s rights.

A 21-year-old male student from school ESG no 1 Lautém said:

Conflict analysis tools are interesting. I paid full attention to the conflict resolution materials and learnt a lot during the training. As a young man and student council representative, I think that increasing my knowledge of conflict resolution is necessary because one of our tasks in the school is to help teachers and students to resolve problems that happen in the school. The training developed my understanding and provided me with new skills to resolve conflict. We see many conflicts in our school, such as students fighting and students threatening the teacher. I think the materials I learnt here will help me to resolve problems.

A 19-year-old female student from school ESP Lulara, Aileu said:

I feel happy with the training because the training provided me with a lot of information on child protection and conflict resolution. In my daily life in the community, I see many people think they protect children in their life, but they do not really enact child protection. I realized this through this training. Sometimes they abuse children, and they think that is normal. I plan to provide the information I have learnt to my community, so that they can know what child protection is and what conflict resolution is. I suggest Ba Futuru provide the same training for community leaders and members to increase their knowledge and skills in conflict mitigation.

The Child Protection Project also created working groups for schools with students, teachers, parents, and administrators to encourage communication and better school management. These working groups were successful in assisting to create important dialogues about school rules, discipline, and how to stop the frequent use of physical punishment.

A teacher involved in the working group said:

The working group was good, but I feel a little strange because we have meetings every month. Our school usually has a meeting with parents at the beginning and end of academic year. I am personally happy with this working group because the school does not need to wait for six months or one year to update school situations and students' behaviors to the parents and students as well. This is a good step to build good cooperation and collaboration between teachers, students, parents, and communities. This school is owned by everyone, so if anyone has criticisms or suggestions to develop the school's rules or teaching and learning strategies, they are more than welcome to do so. Here I would like you to know that the methods and strategies being implemented in the school depend on each teacher's skills and characteristics, too. Despite each teacher's skills, the strategies and methods should be based on the government's policy and national curriculum.

An 18-year-old male student involved in the working group reported:

I feel happy and nervous with this working group because this is my first time to be involved in a group which is composed of students, teachers, and parents. I think this is good for all the members to speak about what they think and feel on topics such as school rules, school strategies, and mechanisms for teaching students. I am very happy to be a part of this group to speak about what I feel is good and what is not in regard to the school rules, teaching strategies and methods. In my opinion, the rules in this school are good, but their implementation is not. I am not blaming the system, but maybe people who apply the rules have unique characters.

Moreover, Ba Futuru also created and aired a Child Rights and Referral Pathways film in schools and on national television to reach the general public. The positive impact of the film is evident in the post-screening surveys and interviews that were conducted after the film screenings at the schools. Almost all students interviewed reported a better understanding of child protection after watching the film. Plus, more than 90 percent of the students interviewed were able to accurately list places to get assistance for child abuse victims. The positive impact of the film was spread across the country through the airing the film on the sole national television network.

Early Childhood Development Initiative

Interventions during early childhood have proven to be more cost-effective and to influence a wider range of health, social, and economic outcomes than interventions later in life. Currently in Timor-Leste, little emphasis is placed upon this critical early stage of development that later impacts on children's wellbeing and capacity. Less than 10 percent of Timorese children receive any form of early childhood education, and many in Timor-Leste are unaware of its importance. Children enter primary school unprepared for formal schooling, and after first grade, 70 percent of children are unable to read a single word.

The early childhood education (ECE) facilities that do exist in Timor-Leste are generally poorly resourced and are run by keen but untrained teachers in formal learning environments that mimic

classrooms for older children. In 2013 Ba Futuru's Early Childhood Development Initiative (ECDI) provided ECE training to Timorese educators, gave disadvantaged children access to quality ECE at our own facility, and educated people in the community about the value of ECE. The ECDI received initial assistance from the Sunrise Joint Venture and further funding from the Rising Star Award for Protection from the STARs Foundation.

Ba Futuru first welcomed preschool students in March 2013 in a temporary classroom, before relocating to the new Early Childhood Education Facility (ECEF) with two purpose-built classrooms. We have since provided a safe and supportive learning environment for more than 20 Timorese and international children between two and six years of age. For all of the Timorese children enrolled at our facility, this has been their first experience of ECE. They have been encouraged in both their personal and academic development through the provision of engaging lessons and specialized materials designed to address their developmental needs in a wide range of areas including fine and gross motor skills, language, mathematics, hygiene and nutrition. The parents of these children and their communities have gained an increased appreciation for ECE as they have watched their children gain skills and confidence. As a result, interest in our facility has continued to grow, with more disadvantaged local children now attending.

This education is preparing children socially, emotionally, and mentally for formal schooling. The facility is fully equipped with age-appropriate educational equipment to support children's development. Enrolment is open to Timorese and international children, and the facility is staffed by Timorese and international educators. At the end of 2013, approximately 20 children were registered full-time, and several other children were registered as drop-in students.

Furthermore, the ECEF has also been used as a mentoring and training facility, role-modeling best practice to Timorese ECE educators. Eight Timorese educators employed at our facility have received intensive training in ECE, nutrition, first aid and child protection. Additionally, they have participated in ongoing one-on-one mentoring with our international educators, developing their skills and boosting their confidence in the classroom.

Ba Futuru has worked to develop a comprehensive new teacher training curriculum for early childhood education, and during 2013 was able to provide quality ECE training for 99 educators with support from the Sunrise Joint Venture and ChildFund. For many educators, this was the first time they had received training in ECE despite many years of teaching experience. By equipping educators with relevant skills, we aim to improve ECE across Timor-Leste by enhancing the care and education received by the Timorese children now and in the future. We also expect this knowledge to be passed between educators, their families, and their communities, thereby contributing to a greater appreciation of ECE. Increased knowledge of child protection, nutrition, and first aid – also provided through this training program – will contribute a safer and healthier childhood for many children in Timor-Leste.

Empowering Women and Establishing Grassroots Protection Networks

Since November 2011, Ba Futuru has been implementing the Empowering Women Project (EWP). This three-year project aims to reduce endemic levels of domestic violence through providing targeted trainings on legal frameworks, gender, child protection, conflict resolution and human rights for more than 900 key actors; supporting local women as protection team members (PTMs) to identify and refer cases of violence from their communities to legal and other assistance services; empowering PTMs to serve as powerful female voices and role models in local politics; and

conducting political advocacy through annual policy briefs and direct advocacy at the national level. The project is funded by the European Union for nearly 300,000 Euro and Australian AID for \$70,000 USD.

In 2013, the EWP experienced great success. Key actor trainings were held across all *sucos* in Ataúro Island, affecting nearly 280 people directly. In addition, we trained and supported 15 PTMs in Ataúro, who have become increasingly active in protection work in their communities. Our PTMs have shown exponential growth and involvement across Dili and Ataúro. In Dili, the PTMs have referred more than 20 cases—two of which have been processed through court, with one perpetrator receiving a prison sentence. On Ataúro, the PTMs have been actively conducting outreach on protection issues in their communities, but had not referred cases as of December 2013. After a combined training of all PTMs from Dili and Ataúro, the Ataúro PTMs reported being inspired by the training and subsequently referred their first two cases.

The EWP aims to foster linkages between state and non-state actors, by connecting key actors at the local level to those providing formal assistance at the district and national levels. These linkages assist vulnerable people in accessing the protection assistance they require and reducing violence and abuse in homes, schools, and communities. Currently, however, these links are ineffective, underutilized, or—at worst—non-existent. This results in vulnerability of victims and impunity for domestic violence perpetrators. Annual policy recommendations, which are developed by Ba Futuru in consultation with female leaders and local authorities, have offered new strategies to increase grassroots prevention and protection and to improve the government's awareness of local protection needs and gaps. Consequently, these recommendations are helping the government develop a more sustainable and effective district-based protection system informed by local knowledge.

In 2013, the EWP launched its first policy recommendations and had great success with direct advocacy. The Ministry of Social Solidarity (MSS) incorporated three of our recommendations into their 2014 Action Plan. Additionally, MSS trained and hired additional Child Protection Officers, increasing the number of CPOs to two per district, instead of one. And, MSS created a new role – the Gender Focal Point – and hired one in each district. Ba Futuru was invited to be an advisory member to the National Parliament's Working Group on Gender-based Violence. In this capacity, the EWP team provided three briefings to several parliamentarians on domestic violence issues and also provided input to the group in preparation for the annual budget debates.

In 2014, the EWP will conduct additional trainings in Dili and Ataúro to target the key actors that have been identified as roadblocks in addressing domestic violence in target areas – specifically, police and religious leaders. We will also launch the second set of policy recommendations through a roundtable discussion on the interplay between traditional and formal justice in relation to domestic violence cases. The third and final set of recommendations will be launched in August or September 2014. We will conduct advocacy around the recommendations before the national budget debates and the project's end in October. We will also continue supporting PTMs across Dili and Ataúro as they refer cases and serve as powerful role models in their communities.

Many children in Timor-Leste are unaware that they can seek help outside of the family home, where most instances of violence and abuse occur. Through the EWP, Ba Futuru and the Protection Teams from each target area have provided protection workshops to hundreds of local young people on human and child rights, conflict resolution, and access to justice. The PTMs also liaise between young people, the formal protection system, and other support agencies

In order to ensure the sustainability of the project's achievements after the project ends in October 2014, the team will deepen its work with community leaders in target areas to strengthen the protection networks and ensure key actors understand and fulfill their roles. The team will specifically focus on strengthening and connecting the PTMs, who will continue in their roles as *chefe aldeias/sucos* into the future. The team will also focus advocacy efforts on working with MSS or other relevant agencies to adopt and formalize the PTM model in all districts. We are confident that this final year of the project will be positive for our beneficiaries and Ba Futuru. The project has expanded Ba Futuru's expertise into new fields: advocacy and women's rights. Being the first local Timorese organization to receive European Union funding has been an exciting challenge but also a powerful learning experience. We are proud that Ba Futuru has proven capable of handling a large project supported by a very stringent donor.

Enriching Public Participation in the Democratic Process Initiative

The Enriching Public Participation in the Democratic Process Initiative (EPPI) project ran for one year and was funded by the German Federal Foreign Office via the IFA. The project focused on empowering Secretary of State for Security (SoSS) staff and focal points, who are tasked with conflict prevention and civic education, to be adept at engaging their beneficiaries: Community-Based Organization (CBO) representatives, youth, and local authorities. Through the project, these beneficiaries also acquired conflict prevention and civic education skills for building sustainable peace. Ba Futuru especially focused on engaging at-risk youth, since they are the most likely to resort to the use of violence and to be involved in martial arts, political violence, and gang activities.

Ba Futuru provided a Training of Trainers (ToT) for 19 SoSS staff and focal points, through which they acquired an increased knowledge of civic education and conflict analysis tools. Seventeen became skilled conflict prevention and civic education educators by facilitating community trainings. They are now better able to engage youth and others who are prone to violence in their areas of work.

In the evaluation retreat survey, all the SoSS staff and focal points reported that their experience in this project helped their conflict resolution work; specifically, all of them had worked together with the community to resolve conflicts since their involvement in this project.

In the evaluation retreat, a 38-year-old male focal point from Aileu stated:

After attending the ToT that NGO Ba Futuru provided, I developed my capacity and knowledge about conflict resolution and civic education. I also feel proud of the skills I acquired. The lessons I have learnt in the project were very useful for my work as a focal point. For example, they could help me to mediate a conflict between martial arts groups. The police and sub-district administrators trusted me as a mediator, and finally, we found a good solution for all the people who were involved in the conflict.

The EPPI project greatly changed the lives of the 216 people who participated in the community trainings. Ba Futuru and the trained SoSS staff and focal points together identified eight conflict-prone target areas throughout Timor-Leste. Then, Ba Futuru, SoSS staff, and local authorities in target areas together identified training participants. Participants selected for the community trainings included local authorities such as (formal and non-formal) community leaders and community council members, youth, and CBO representatives. The training participants were equipped with the skills and knowledge to help resolve conflicts and minimize violence in their lives and communities.

In the post-training survey, 98 percent of the training participants reported that it is better to solve conflicts without using violence, whereas only 44 percent thought this in the pre-training survey. Also, after the training, 84 percent could list examples of conflict analysis tools, while only 1 percent could do this in the pre-training surveys. Furthermore, after the training, 87 percent of the participants reported that “people” have the most power in a democratic system, while before the training, only 6 percent chose this response.

Participants also became empowered peace advocates through the trainings. In the follow-up surveys, 98 percent said they had shared the information they learned in the training with their friends, families, and communities; 85 percent said they had used the instruments to analyze conflict. Also, 81 percent said they had helped resolve conflicts in their families or communities since the training; 93 percent said they had participated in the democratic process since the training.

Through their involvement in the project, many at-risk youth who were previously involved in instigating violence became advocates for peace. In turn, they have influenced the mindsets and behaviors of other at-risk youth by spreading their knowledge about civic education and conflict mitigation. For example, a 26-year-old male participant reported:

I am really happy with the training about conflict resolution because I learnt ways of solving problems by using conflict analysis instruments. Before the training, I always quarreled and clashed with my family and friends because of our different ideas. After participating in the training, the lessons I learnt have helped me to minimize my past bad behaviors and to avoid conflicts. In addition, I tried to resolve the conflict my friends were involved in because of difference of ideas between them. I encouraged them to discuss their differences and develop good communication. In the end, they were convinced to chose a [non-violent] solution.

A 23-year-old male participant reported:

I feel happy with the training because it opened my mind and provided much new knowledge and information to me. Before the training, I was involved in violence and I did not understand what conflict is and how we can resolve conflicts. However, after attending the training, the training materials helped me to transform my bad behavior, and I now understand conflict and instruments I can use to help resolve conflicts. In addition, I have shared this knowledge and information with my friends and family. Furthermore, I have tried to solve a small conflict between two friends. They quarreled with each other about money because both of them tried to get more money than the other. So, I asked them to sit down and listen to each other, and I mediated by using the conflict tree and the conflict mapping for analyzing and resolving the conflict. In the end, we found a good solution.

In 2013, the EPPI had addition support of the United Nations Development Programme (UNDP). In 2012, the UNDP funded the media component of Ba Futuru’s Peace Promotion Project, which provided intensive training for 22 high-risk youth to help them build a positive future for themselves and their communities. This change was pursued through skill building in areas such as media, drama, art, English, and public speaking, as well as conflict resolution and human rights training for an additional 60 at-risk youth.

The UNDP’s support for community-level peace building continued in 2013 with its support to the EPPI project. The artistic creations from the Peace Promotion Project were turned into banners, billboards, and a national television advertisement, thereby extending the message of non-violence to all 13 districts of Timor-Leste.

High Schools Transformation Project

The goal of the High Schools Transformation Project (HSTP) is to transform high school educational environments to become more child-friendly and of enhanced educational quality, thereby supporting a new generation of youth who are better equipped with the skills and knowledge to become meaningfully involved as citizens, to promote peace and contribute to the development of Timor-Leste. The HSTP began in April 2013 and will continue through to March 2016. It is being implemented with two target schools—Nicolau Lobato in the urban capital, Dili, and 99 Ataúro on the remote island of Ataúro. Between these two schools, more than two thousand students and sixty teachers will benefit from the changes made in their educational environments. The project includes seven components: teacher training, student clubs, life skills for students, governance, scholarships, infrastructure, and an advocacy film.

Three project coordinators, three facilitators, and international volunteers and managers are all collaborating to implement this wide-ranging and ambitious project. Educational consultants will, in future years, contribute to the development of specialized training manuals.

By the end of 2013, the project had made great progress in building teacher and student confidence and capacities; establishing governance and management structures in the school; developing a life skills, peer mediation, and teacher training curricula; and equipping both target schools with new, safe, and hygienic infrastructure. Trainings completed in 2013 include life skills trainings for 76 students; peer mediation training with 12 members of the 99 Ataúro student council; and three participatory education and child protection teacher trainings, with a total of 55 participants.

A School Management Committee has been established in each of the schools, involving school directors, teachers, students, parents, and Ba Futuru staff. These committees are meeting monthly to evaluate project progress, make decisions about project activities, and develop more participatory and inclusive management models to make education more relevant and productive for all members of the school community.

By the end of 2013, a new toilet block was under construction, which will provide clean, private sanitation facilities for students and teachers. This change will have a significant impact on absenteeism, particularly among female students, who have previously gone home to use the bathroom given the state of the existing facilities.

Life Skills: Marsia, the female president of the 99 Ataúro Student Council:

I am very happy with this training because it improved my mentality and knowledge to bring big advantages for me as someone responsible for students in the school. This training can help me to resolve problems that happen in the future at school, especially those between students. I also better understand the mediation process and how I can run it effectively without imposing my power as a leader. I would like to thank both Ba Futuru facilitators who came and shared their experiences with us.

Mentoring: Mestra Josefina from Nicolau Lobato:

This experience [in the mentoring program] showed me that when I use competitions in the class, the students don't feel bored and they pay more attention during the lessons as well. I also used group work and an energizer activity. The one thing that really helped me was realizing that using [an incentive point system] always made the students pay attention and focus during the lessons and it made the class calm, not noisy. If I practice everyday with all of these strategies, I guarantee that the class is calm and not noisy and that the students are paying attention. The suggestion that I have is that I want other schools to have a chance to be a part of this program so they can learn the same strategies that we have been learning.

Teacher trainings in the first year of the project were developed around the theme of Participatory Teaching Methods. The training topics included group work, games, brainstorming and comprehension questions. A child protection and positive discipline training—one of Ba Futuru’s signature curriculums—was provided early in the project to teachers who had not previously gained these basic and essential skills.

In 2014, the HSTP team looks forward to developing and delivering a new round of teacher trainings based on the theme Safe and Respectful Classrooms; continuing to build a strong governance culture; implementing the first round of scholarships for vulnerable students; and establishing extra-curricular student clubs to provide students with creative and active outlets to explore new interests and develop valuable skills.

Peace Promotion Theater Project

Ba Futuru’s theater programs have been running since 2008 and encompass a range of drama activities that focus on conflict prevention and human rights. The Peace Promotion Theater Project gained momentum in 2013 with various film, radio, and community theater productions.

Ba Futuru has been running drama classes for at-risk youth at the Peace Center since the beginning of 2011, and these classes continued to run in the first half of 2013. The aim of these classes is to provide at-risk youth with a safe space to express themselves, and to aid their psychosocial development by providing them with an opportunity to creatively process negative experiences and learn new skills to engage positively in their communities. As part of these weekly classes, youth study a range of drama techniques including Physical Theatre, Community Theatre, Comedia Dell’Arte, Forum Theatre, and Playback Theatre.

International conference

In May 2013, three members of Ba Futuru’s drama team – Nona Pereira, Emma Dawson and Hiromi Akutsu – took part in a conference in Singapore about theatre and education. The conference was called Masak-Masak (Let’s Play) and brought together participants from many different countries, who shared their knowledge and experiences in performing and applying drama education around the world.

This was a great opportunity for Ba Futuru’s theatre team to share their own knowledge about using theatre to build peace in Timor–Leste. They gave a presentation on how Ba Futuru uses theatre to promote human rights and development issues in Timorese communities, and also held an interactive workshop to demonstrate share the drama techniques they use to encourage conflict-affected youth to build peace in their lives and communities.

Feto Fantástiku ba Dame: The Fantastic Female Peace Builder film series

Ba Futuru’s drama team worked with GIZ and Pixelasia to produce three short educational films that promote a culture of peace in Timor-Leste. The films revolve around a female Timorese super hero, who shows up in escalating conflict situations and solves the issue together with the involved parties, thereby demonstrating the benefits of non-violent conflict resolution. These film clips were aired regularly on television from July 2013 and were toured to ten rural areas on a drama roadshow.

The innovative Feto Fantástico Ba Dame film series helps to promote sustainable peace and non-violence in Timor-Leste by providing skill building on basic conflict resolution techniques and protection mechanisms. For example, one of the short films focuses on stopping child abuse: it gives parents concrete ideas on positive discipline strategies and explains to victims where they can get help. Another focuses on a dispute between two neighbors about water – a problematic issue that often impedes development in rural communities in Timor-Leste – and shows how win-win solutions are possible when conflicting parties think creatively. The third film focuses on a common dispute between two youths and outlines the seven practical steps of conflict resolution, which can be used by individuals to solve any simple conflict. These films are helping equip Timorese people with the practical knowledge and skills to solve problems non-violently, using creative and peaceful solutions, and thereby contributing to creating more peaceful communities throughout Timor-Leste.

With the support of Plan International, Ba Futuru created a fourth Feto Fantástico short film, focusing on child protection. In this film, Feto Fantástico visits a youth center to listen to children talk about what makes them feel unsafe and insecure, and to talk to them about what their rights are as children, and how and where they can access help if they need it. This film was shown in several high schools throughout Dili and the districts, and will continue to be screened as part of Ba Futuru's programming in schools throughout 2014.

Promotion of Solar Energy

As part of a Mercy Corps program that addresses the issue of energy poverty in Timor-Leste (funded by the European Commission), Ba Futuru created a television drama about the benefits of solar technologies. This film will be shown throughout rural areas as part of Mercy Corps programming.

Child Protection and Positive Classroom Relationships

The Ba Futuru drama team worked with Ba Futuru's Peace Schools Project to develop a theatre piece about non-violent discipline and student-teacher relationships, aimed at secondary school students. The performance helped to educate students about what abuse is, how to get help if they are victims of abuse, and what their human rights and responsibilities are. This play was performed in two secondary schools in Dili (Nicolau Lobato and Rainha da Paz) and two in Lospalos (Nino Conis Santana and SMA 1) in August 2013, and was seen by more than 1,000 students.

Women's Participation in Local Politics and Preventing Gender-Based Violence

In 2012, Ba Futuru had the support of Paz y Desarrollo (PyD) to develop and perform two theater pieces in rural areas of Timor-Leste: one promoting women's participation in politics and the other promoting gender-based violence prevention and the Law Against Domestic Violence. PyD and Ba Futuru continued this partnership in 2013, enhancing the theater pieces and performing them for wider audiences.

The *Promotion of Women in Politics* theatre piece was performed in five communities in Manatuto district in 2013 to promote women's role in village-level politics in Timor-Leste. The play follows the story of Mira, a intelligent and independent young woman who wants to become a community leader so she can participate in the decision-making process in her community. However, because she is a woman, she faces many challenges and obstacles in the pursuit of her goal. The play explores the benefits of men and women working together to make decisions in the community, and portrays positive female role models who break away from the patriarchal norms that perpetuate stereotyped gender roles in the public and private spheres.

Also in 2013, Ba Futuru's drama team performed the 25-minute *Prevention of Violence Against Women* play in marketplaces, village meeting halls, and post-secondary schools, reaching approximately 4,330 men, women, and children from Viqueque, Lautém, Dili, and Baucau districts. This play was also adapted for radio to more widely disseminate information on the benefits of positive relationships and the anti-domestic violence law. The play also works to promote women's rights and equality, to define and explain the impacts of violence against women, to identify gender-based violence as criminal behavior according to the Law Against Domestic Violence and Penal Code, and to introduce strategies for resolving problems without violence, all while keeping the audience entertained and engaged. Analysis of interviews before and after the performances shows the Ba Futuru drama team was very effective in meeting these objectives.

Impacts of the Peace Promotion Theater Project

The impacts of theater pieces in 2013 were measured through pre- and post-performance surveys, which showed the effectiveness of theatre as a medium for disseminating information and changing mindsets.

The *Prevention of Violence Against Women* theater piece was performed in 19 locations for approximately 4,330 people. A total of 709 audience members were randomly interviewed before and after the performances. The data from these interviews showed that audience members gained improved understanding of positive relationships, gender equality, and gender-based violence prevention. Following the performances, 85 percent were able to list at least one strategy to prevent themselves from using violence or becoming victim of violence, whereas only 45 percent were able to do so before watching the play. In Timor-Leste, strong cultural expectations of women often become triggers of violence against women; the theatre performances were able to change attitudes about decision-making, gender roles, and the impacts of violence. For example, of those interviewed after the play:

- 74 percent felt that household decisions should be made by both men and women, compared with only 51 percent before the play;
- 74 percent reported that mothers and fathers should share responsibilities for feeding, dressing, and putting children to sleep—an increase from 38 percent before the performance; and
- 77 percent disagreed or strongly disagreed with the idea that a woman must do as she is told by her husband—an increase from 50 percent before the play.

These changes indicate significant progress in shifting attitudes about positive relationships that will contribute to promoting gender equality and preventing violence against women.

The project successfully clarified the definition of “violence against women” and increased women's confidence to report violence to the police and to intervene on the behalf of other women victimized by violence. Pre-performance surveys revealed a disturbing statistic: while 84 percent of those interviewed said that beating or hitting a woman is a crime, 29 percent felt that a man had a right to beat or hit his wife if she did something wrong. One young man explained that if the woman is to blame, the violence is not a crime, but if she does nothing “wrong,” then violence is a crime that should be reported to the police. After the play, the number of people expressing this belief was nearly halved. Many women revealed during pre-performance interviews that they have witnessed domestic violence against their female neighbors, but felt unable to report it to the police because it was a “private matter.” After watching the performance, they felt empowered by the knowledge that violence against women is always a crime and said that they would report any future violence they witnessed to the police.

A male community member aged 31 from Uma Ki'ik, Viqueque district said after watching the performance:

To prevent violence, we together need to change our way of thinking. Good communication within families is what is really important. We need to respect women's thinking and constructive ideas in order to stop violence against women.

A male elected youth representative from Viqueque district said:

I want to say that it's time for all women to fight together against domestic violence. Nowadays, it's not only men that can do something, but women, too, have the ability and the talent to do what they want to do. Women can make decisions in their families and can get involved in many different activities. Men should respect and value women. We all know that there's a law against domestic violence, so I ask all my fellow men to respect women, to respect their wives, and to treat women equally. I also have a suggestion to make: I think it would be wonderful if your [Ba Futuru's] group could continue the same project again and show this play in other remote areas, so that more communities can benefit from and have access to this information.

A 44-year old male community member from Lautém district said:

Watching the play, I felt that it was very relevant to my life. To tell the truth, I act a lot differently from the positive example shown in the play. I have a hot temper and I've been a bad example for my family. But I'd like to say that the play showed good ways that will help keep me from being violent with my family in the future. I'll try to use the positive messages that I received from the play, so that if a problem occurs in my family, I can solve my problem with a cool head and calmness. In Timor, we have a law against domestic violence.

Strengthening Peace in the Lives of Children: Stopping the Violence

The Peace Schools project ran from January 2011 until December 2013 with the support of the East Timor Justice Sector Support Facility. The project was designed to address two key issues in Timorese schools: minimal understanding of how to identify and address child protection issues; and teachers' and parents' limited understanding of positive discipline methods and of the negative impacts of the use of violence with children.

In the 2013 phase of Peace Schools, Ba Futuru continued to partner with four secondary schools in Dili and Lautem districts that had already participated in the project. The objective of the 2013 phase was to strengthen the implementation of effective and non-violent discipline in secondary schools by providing training and other activities those teachers not yet reached by the project. Ba Futuru's goal was to reach the majority of teachers in the target schools with the same information and training by the end of the project, thereby making a school-wide shift in discipline practices, teacher-student communication, and access to protection services both more likely and better supported. This goal was achieved: 148 out of the 167 teachers (89 percent) in these four schools participated directly in the project activities.

Early in 2013, the Child Protection and Positive Discipline Training Manual was revised and updated, and included new information on positive behavior reinforcement, effective classroom management, and anger and stress management.

Project activities in 2013 included three-day child protection and positive discipline trainings; monthly meetings for small groups of teachers from each school to support the teachers' implementation of positive discipline and classroom management models; in-class mentoring for teachers; a communications campaign for students including a drama performance and printed materials; the development of school-wide Codes of Conduct; and a short-term consultancy with Jenna Rudo-Stern, doctoral candidate in psychology and a positive behavior reinforcement expert, to build Ba Futuru's internal capacity in positive behavior management.

Participating teachers learned new skills and strategies to use in the classroom with students, thereby reducing violence as discipline and making their teaching more effective. The majority of participating teachers reported reducing their use of violence against students and instead replaced it with non-violent, positive teaching methods and discipline practices. This general impact on teachers who attended the three-day training was magnified among the teachers who regularly participated in the monthly meetings and were mentored individually. These teachers showed significant changes in their behavior, attitudes and abilities.

Students in the target schools benefitted from their teachers' reduction of violent discipline practices. Their classrooms became safer, more enjoyable and more productive places; they now enjoy better relationships with their teachers; they have increased knowledge about abuse, their rights and responsibilities, and the existence of organizations and government agencies that can help them when they are the victim of abuse or in need of assistance. Overall, children's rights are better understood, acknowledged, and protected as a result of the Peace Schools project.

Various components of the Peace Schools project are being incorporated into other Ba Futuru projects, and will continue to influence the design of projects into the future. Particularly effective activities that have been tested and developed through this project include monthly meeting groups, teacher mentoring, and the development of codes of conduct or policies for schools.

Nino Conis Santana Director, Pedro da Costa, explained the impact of the Peace Schools project on the teachers at his school in remote Lautem district:

Our partnership with Ba Futuru has really shown a positive change. I have noticed that some teachers have made great progress, such as Mestra Filomena. Before, she never did lesson plans before entering class, but now that has changed. I've observed that, before coming to class, she always makes a lesson plan about the class she's going to teach, and this gets great results. There are some other teachers who have also made good changes. For example, previously, teachers used the old system when they entered the classroom: they carried chalk and just wrote on the blackboard and students copied; also, teachers didn't give students the opportunity to be involved, so usually the students were just quiet throughout the whole lesson. But now, this way has changed. When they come into class, they start involving the students by using strategies they learned in the monthly meetings, like asking various questions to check students' understanding; giving opportunities to students to speak and share their problems; and there are some teachers that incorporate stories into the middle of their classes to motivate the students and encourage them and not let them get bored [...]. Although implementation is not yet at 100 percent, I see that the teachers have a real interest in practicing, and I believe that we can realize our objective of reducing violence in the school in the future.

Child protection knowledge rose as a result of the training. The proportion of teacher that were able to name the four types of child abuse rose from 7 percent to 89 percent. Twenty-five percent of teachers were able to list three signs of trauma and abuse in children in the pre-training survey; 76 percent could list these signs in the post-training evaluation. In the follow-up survey, this number remained relatively high, with 67 percent able to list three signs of trauma and abuse.

In regard to **referral pathways**, the proportion of teacher that could name three places to get assistance for a child that has suffered sexual abuse rose from 20 percent to 84 percent as a result of the training.

Teachers' knowledge of practical **non-violent strategies for disciplining students and managing the classroom** rose drastically as a result of the training. Before the training, 10 percent could list non-violent strategies. After the training, 79 percent of teachers could do this.

When Ba Futuru followed-up with teachers several months after the training, 88 percent of the 57 surveyed teachers reported having experienced a change in their behavior since participating in the training, and 77 percent of the surveyed teachers reported having used positive discipline and positive behavior management strategies in the classroom since they attended the training. The majority of these—70 percent of these teachers—were able to list specific examples of the strategies they had used. These statistics were verified by the focus group discussions held with students at the target schools: approximately half of the student focus groups (see attached Focus Group Report) reported that they had noticed change in their teachers' behavior since the teachers had attended training with Ba Futuru.

Also in the follow-up evaluation, 96 percent of teachers agreed that **praise** was an effective way to encourage students to repeat positive behavior. Fifty-four percent said they use praise daily in the classroom; 28 percent said they use praise weekly; and the remaining 18 percent said they use praise "sometimes."

Through the **Communications Campaign**, approximately 1,500 students received information about abuse, where victims can get help, and children's rights and responsibilities. Posters also were displayed in the schools, and pocket-size information booklets were distributed to all students.

Of the twelve teachers that received **one-on-one mentoring**, ten were observed effectively using positive discipline strategies in the classroom. Evaluated areas in which the teachers performed well generally included eye contact, use of gesture, and student participation. Many of the mentored teachers commented that this was the first time they had been officially observed in the classroom and had received feedback about their teaching practices. Many teachers appreciated the tailored support to implement strategies they had learned through the project and were open to Ba Futuru's feedback about their strengths and weaknesses.

Youth Empowerment and Peace Building Project

Ba Futuru's Youth Empowerment and Peace Building Project, funded by Oaktree, began in 2011 and concluded at the end of March 2013. This project expanded on Ba Futuru's prior peace-building and youth engagement work. From April 2012 to March 2013, the second stage of this project continued to provide skill building for youth, but focused on more remote communities than the previous year, including remote parts of Dili, Cova Lima and Liquiçá districts. This focus was particularly important in the lead-up to the 2012 elections, given the historical potential for election violence in these remote areas.

The project developed Community Response Teams (CRTs) in each target area to assist with outreach to at-risk youth, whom the CRTs encouraged to come to the community trainings on conflict mitigation. The first half of the 2012-2013 project provided trainings in two conflict-prone sub-districts: Zumalai (Cova Lima district) and Tibar (Liquiçá district). During the second half of the project, trainings were delivered in two remote areas of Dili district: Cristo Rei and Metinaro. These

four areas were identified previously by the CRTs and project staff as focus areas for training, because they are often prone to violence related to martial arts groups and land disputes. The project conducted 24 capacity-building community trainings over the one-year period, using the Transformative Arts and Human Rights Education (TAHRE) curriculum.

In Timor-Leste, where three-quarters of the population is 25 years or under, young people play a critical role in the country's future. While they can be perpetrators of conflict, they can also contribute positively to stabilization and peaceful development. This project's trainings encouraged youth to be assets to their communities.

During the one-year second stage of the project—including January to March 2013—Ba Futuru engaged 621 (259 female and 362 male) at-risk youth. Pre- and post-training surveys show a significant increase in the preference for non-violent strategies to resolve conflict. In the post-training evaluation, 81 percent of participants said it is better to solve conflicts without violence, while only 35 percent said this in the pre-training survey. After the training, 85 percent of participants reported they have the ability and knowledge to solve conflict without violence, compared with only 39 percent before the training. Moreover, in the post-training, 67 percent of participants were able to accurately list conflict analysis instruments; before the training, only 3 percent could do this. Since the trainings, twenty follow-up evaluations have been conducted, in which 97 percent of participants reported that they have shared the information they learnt from the training with their friends, families, and communities. Additionally, 98 percent of participants stated that they have minimized violence in their lives since the training.

After one training in Zumalai, a 23-year-old female participant said:

I think I have seen positive changes in myself from the training. Before the training, I could not solve problems, and I was always influenced by rumors to create violence. But after the training, I resolved a problem between two friends of mine. I can also manage to deal with rumors between my colleagues to prevent a conflict. I think it is good to resolve conflicts without violence so that there will be peace in our lives.

Another 25-year-old male martial arts leader reported:

Before the training, I lived with violence—fighting, provoking others, drinking alcohol, and throwing rocks at neighbors' houses. I thought that this behavior was good. However, after the training, there has been a big change in myself. I learnt how to live in peace, how to solve a conflict without violence, and how to communicate with others. I try to use these lessons. Now, I can control my emotions and prevent myself from taking part in violence. I have a good relationship with my neighbors and have good communications with friends."

A network of trained CRT members worked closely with Ba Futuru's facilitators and were critical to the project's success. Two youths from each of the four target areas became active CRT members, conducting outreach to leaders and youth and monitoring conflict and violence in their communities. By the end of the project, a total of 621 participants had attended twenty-four trainings, exceeding our initial target of 600 participants.

Through constant communication regarding the project, the CRTs built strong relationships with their communities, including with village storytellers, *sucu* councils, youth representatives, and martial arts leaders. Now, months after the trainings, the CRTs often keep in touch with the participants to monitor changes in their behavior.

One CRT member from Tibar reported,

I really appreciate NGO Ba Futuru because it provided me an opportunity to become a CRT member. I would like to show my great gratitude to Ba Futuru, who kindly assisted us during our work in communities to conduct outreach, to hold community monthly meetings, and to facilitate the trainings. In addition, this work provided me with benefits, particularly a better understanding about conflict resolution, and conflict analysis tools to assist the community to solve their problems. I feel happy with my new knowledge and skills in these subjects, and I am so keen to share the information with the communities.

I also feel personal development in myself, especially around leadership, self-confidence, and attention to detail. While I have been a member of the CRT, I have solved three conflicts about marriage and land disputes. The conflicting parties invited me to assist with these cases. I used the skills and knowledge of the conflict analysis instruments that I gained through the first CRT training. I found it was useful to use these instruments because we can deeply understand the root causes of the conflict and the individuals who are involved. At the same time, the instruments also allow me to analyze the attitude and behavior of the conflicting parties. I also used the mediation skills that I got from Ba Futuru. Throughout the process of solving the problems, I tried to maintain my impartiality and encourage the conflicting parties to tell the truth and cooperate to find a solution. In the end, the cases were solved, and the solution came from the conflicting parties. Afterward, I conducted some follow-up on the cases, and I found that they are happy with the solution and living peacefully. Even after my CRT work finishes, I will still use these skills and knowledge to create peace in my community.

Organizational Development

In 2013 Ba Futuru continued to strengthen as an organization and build its internal capacity and the sustainability of its operations. Capacity building took place on a daily basis within the organization and was further supported by external training. Ba Futuru's organizational capacity and sustainability is based on transparent and sophisticated financial management systems including annually audited accounts, well-trained staff, who receive regular professional development, and a strong governance structure overseen by a Board of Directors.

A team of Timorese and international staff manages Ba Futuru. This organizational structure has created an environment that facilitates a daily exchange of skills and knowledge, and ensures programming is tailored to local needs while maintaining international standards. A majority of the Timorese staff on Ba Futuru's management team have university-level qualifications. Ba Futuru's international staff have relevant academic qualifications and often several years of experience working with NGOs. Ba Futuru has received nine years of in-country support from one of its co-founders, Sierra James. Ms. James has a Master's Degree in International Affairs from Columbia University, where she studied conflict resolution and education in emergencies. In late 2013, the Board of Director appointed long-time staff member, Juliana "Lica" Marcal, as Ba Futuru's new national director. Joana dos Santos Camoes, who served as national director since the organization's founding, handed over the reigns to Ms. Marcal. Ms. Camoes has now taken up a newly-created role in Human Resources Management. Ba Futuru is confident that this leadership change will provide new energy and ideas in the management of this dynamic local organization.

In 2013, Ba Futuru staff had several opportunities to attend external capacity development conferences and trainings. These included trainings on early childhood development, child protection, first aid and CPR, governance, budget reporting, promoting critical thinking on gender relations, and IT.

Here are some of the highlights of staff training activities in 2013:

- Helio Roberto Dias, a Ba Futuru Project Coordinator, spent a month in Japan participating in a Peace Education training which was supported by the Japanese International Cooperation Agency (JICA).
- Rosa Martins, a Ba Futuru Advanced Facilitator, attended a three-week program on Human Rights, Peace and Security in Cambodia, with the support of the Swedish International Development Agency (SIDA).
- Judit de Sousa, Ba Futuru Project Coordinator, attended the ceremony of the 10th year anniversary of Oaktree in Melbourne, Australia, and shared Ba Futuru's work with a wide audience of young people in Australia.
- Three of Ba Futuru's preschool teachers attended an early childhood education training at the Green School in Bali, Indonesia, supported by the Sunrise Joint Venture.

In addition, Ba Futuru received capacity building support from the following partners: Austraining (through AYAD & AVID volunteer assignments), JICA (through JOVC volunteer assignments and a peace building course in Japan), the Justice Facility (governance training), Search for Common Ground (monitoring and evaluation training), PyD (drama training), and FONGTIL (IT training).

Donors and Partners

The following groups and organizations were Ba Futuru's main donors and implementation partners in 2013: AusAID/DFAT, Child Frontiers, the European Commission, the Finnish Fund for Local Cooperation, Deutsche Gesellschaft für International Zusammenarbeit (GIZ), Germany's Institute for Foreign Cultural Relations / Institut für Auslandsbeziehungen (IFA), the Global Fund for Children, the Justice Facility, Oaktree, Paz y Desarrollo, Plan International, the United Nations Development Programme, the STARs Foundation, the Sunrise Joint Venture, and UN Women. Other small donors for projects or fee-for-service trainings included: Catholic Relief Services (CRS), ChildFund, Japan International Cooperation Agency (JICA), Mercy Corps, the US Embassy, Peace and Sport, and the University of Minnesota's Robina Public Interest Scholars Fellowship. Global Giving also supported Ba Futuru by acting as an online liaison for donations from individuals.

Staff and Volunteers

Ba Futuru had more than 50 paid staff in 2013, including Timorese and internationals:

Elisabeth da Silva Andrade	Lindsey Greising	Zulmira de C.S Pinto
Joao Paulo de Andrade	Andreza E. M. Guterres	Angelo Pereira dos Reis
Abel de Araujo	Jose Lobo Victor Gusmao	Marito Salsinha
Vitoria Minita Belo	Jose Henrique	Eldina dos Santos Gonsalves
Yohanes Bouk	Dinis dos S. Hornay	Nivea Maria Saldanha
Juvinal de Sousa Calau	Juliana Imaculada	Emilia Savio
Joana dos Santos Camoes	Sierra Emilia James	Julia Scharinger
Jose Antonio de Carvalho	Letigia de Jesus	Ana Graciana da Silva
Maria E. Pereira Chan	Jose da Costa Lopes	Milena da Silva
Eugenio Carceres da Costa	Vidal Campos Magno	Otavia Lujider da Silva
Jose Ximenes da Costa	Jacinto Maia	Arlinda N. Siqueira
Palmira da Costa	Luizinha de Jesus Maia	Mateus Soares
Remegito Jorge da Costa	Juliana de Oliveira Marcal	Jose Soares
Januario Crispin	Rosa Jose Martins	Judit Maria de Sousa
Helio Roberto Dias	Sabino Noronha	Jacinta Pereira de Sousa
Tomasiana Fatima de Deus	Thomas de Oliveira	Joao Bano Suni
Bete Fatima	Dominga Pereira	Geronimo Vicente
Augustinha da Fonseca	Larimiro Pereira	Jessica Wilde

International short-term consultants provided specialized training in 2013, including Emily Stallman (drama), Emma Dawson (drama), Holger Kötzle (civic education), Jenna Rudo-Stern (positive behavior reinforcement) and Christine Carberry (finance).

Every year, Ba Futuru welcomes international and national volunteers who work as counterparts to national staff. In 2013, Australian volunteers included Laura Ogden on the AVID program, and Jennifer Buss, Kelly Stevenson, and Catherine Barratt from the Australian Youth Ambassadors for

Development (AYAD) program, along with Japanese volunteers Saki Yakabe, Makoto Abe, Hiromi Akutsu and Kenji Maruyama from the Japan International Cooperation Agency (JICA). In addition, Ba Futuru had the support of other full-time independent international volunteers including Taia Sean Wu (drama, music, and afterschool program), Jesse Caemmerer (meal program for kids), Jemma Williams (communications), Richard Baker (English class), and Ciella Williams (drama). Over the last few years, Ba Futuru has had ongoing part-time volunteer support from Ana Correia Mendes, who runs children's Portuguese language and art classes. Timorese volunteers in 2013 included Angelo Guterres (early childhood education and afterschool programs), Bartolomeu dos Santos Seran (afterschool program), and Mercia de Almeida Carolino (afterschool program).

Actors for community theater, radio and films during 2013 included Cricelia Lopes Magno, Mario Britos, Joana Peregrina, Marcos Soares Lemos, Manuel de Deus, Francisco Reis Simoes Soares, Elizita dos Santos, Jean Paul Sarmento, Maria Natalina Correia, Elisa Maria de Fatima, Melkianus Pereira, Antonino dos Santos, Piu Ferreira Saldanha, Albertina Ximenes Guterrres, Domingos Fernances, Aluizio Ribeiro dos Santos, and Madalena Goveia Leite.

Case Study: Jacinta "Nona" Pereira

Jacinta "Nona" Pereira has worked with Ba Futuru since 2008 as a facilitator of both drama activities and conflict resolution trainings for at-risk youth. Nona is currently the Theatre Coordinator at Ba Futuru, managing various community theatre, film, and radio projects, which aim to educate Timorese people about human rights, conflict resolution, and violence prevention. Nona is an experienced actor and scriptwriter and has developed, directed, and acted in many plays that have been performed throughout the rural areas of Timor-Leste. She has also written and starred in several short educational films that have aired on local television. In 2013, Nona became famous nationwide for her role as *Feto Fantástico ba Dame*, the female peace building superhero.

Governance

Ba Futuru's governance structure includes various layers of oversight to ensure accountability and transparency within the organization. Ba Futuru staff report internally to the National Director and Program Manager, who report to the Board, which then reports to the General Members. Ba Futuru has a Constitution and various governance policies that help to guide the work of the Board of Directors and the organization.

BOARD OF DIRECTORS

Over the course of 2013, Ba Futuru's Board had seven members: two Timorese and five internationals. Three of these members are female, supporting Ba Futuru's emphasis on gender empowerment. The members' duration of experience on Ba Futuru's Board ranges from seven years to less than one year, with the newest member joining in 2013.

Melissa Wingard-Phillips - member since 2007. Ms. Wingard-Phillips has 15 years of corporate project management experience and works for 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.)

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 Indonesian, and has prior experience acting on a board of governance in the Timor-Leste context. (Nationality: American.)

James Coy – member since 2010; Board President since 2013. Mr. Coy is a human rights lawyer who has worked in Timor-Leste for more than ten years. Mr. Coy believes Ba Futuru's work is crucial to the development and stabilization of Timor-Leste, and he has contributed his experience and knowledge of the development sector in Timor-Leste to Ba Futuru's development for a number of years. Mr. Coy is currently working with USAID. (Nationality: American.)

Daniel Wilde – member since 2012, Board Treasurer. Mr. Wilde is a development economist with experience and expertise in fiscal policy, public financial management, social policy and aid coordination. In the Ministry of Finance, Timor-Leste, he has been responsible for undertaking a detailed public expenditure review of the social sectors, designing new procedures for the costing and approval of large-scale capital expenditure projects, calculating the recurrent costs of capital expenditure projects, and analyzing the fiscal and macro-economic implications of increased capital expenditure. (Nationality: British.)

Danielle Heinecke – member since 2013. Ms. Heinecke has over ten years experience in international development, with extensive experience leading high level policy and strategy development and program management and leading program designs and reviews in the democratic governance sector, with a focus on fragile and conflict-affected regions. She is highly experienced in coalition-building with partners and in leading cross-cultural teams. Ms. Heinecke currently lives in Timor-Leste and is on leave-without-pay from AusAID. (Nationality: Australian.)

Flavio Simoes – member since October 2013. Mr. Simoes holds a bachelor's degree in Politics and International Relations and an master degree in Terrorism, Security and Policing. He has extensive experience in the areas of defense, security, human rights and conflict resolution, and has been an advisor and consultant for various government and non-government institutions. Mr. Simoes has been a strong advocate of Ba Futuru's cause ever since the organization was founded in 2004; he believes that Ba Futuru can play a critical role in contributing to the process of nation- and state building in Timor-Leste. Currently, he is the strategic advisor for the Casa Militar/Military House at the Office of the President of Timor-Leste. (Nationality: Timorese.)

Izito Castanheira – member and Board President from June 2010; resigned in September 2013. 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. He works for the Ministry of Finance as a researcher. (Nationality: Timorese.)

Ba Futuru Members

Members are the overarching oversight group of the organization and are crucial to the accountability checks-and-balances of the organization. Members attend the Annual General Meeting, where they receive reports from the Board of Directors and the National Director, receive the annually audited accounts, and elect Board members. Members are kept well informed of Ba Futuru's activities throughout the year and those in Timor-Leste are invited to Ba Futuru's fundraising and public events.

2013 FINANCIALS

The Ba Futuru Annual Finance Report 2013 can be found on the following two pages, including the Balance Sheet and Project Details.

A full copy of the Audit Report 2013 can be made available on request.

BA FUTURU
Annual Financial Report
YEAR ENDED 31 DECEMBER 2013

Note 15 Organisation Details

The registered office of the organisation is:

Ba Futuru / For the Future
Peace Center, Rai Kotu Comoro
Dili, Timor-Leste
www.bafuturu.org

The principal place of business is:

Ba Futuru / For the Future
Peace Center, Rai Kotu Comoro
Dili, Timor-Leste

Note 16 Annual Report

	2013 \$	2012 \$
1 Total Expenditure	1,074,048.29	860,199.54
2 Net Earnings	69,149.29	39,830.98
3 Balance Sheet		
Current Assets	274,218.07	375,371.34
Total Assets	274,218.07	375,371.34
Current Liabilities	113,493.70	283,796.26
Equity	160,724.37	91,575.08
Total Capital	160,724.37	91,575.08
Total Liabilities & Capital	274,218.07	375,371.34

BA FUTURU
Annual Financial Report
YEAR ENDED 31 DECEMBER 2013

Note 17 Project Details

Job No	Job Name	Carry Forward 2012	Income 2013	Expenses 2013	Project Support	Carry Forward 2014	Funds available for future use
10-UF	Unrestricted Funds		26,197.00	11,403.34	7,410.50		22,204.16
101-FF	Flexible Funds		157.65	24,291.99	35,626.29		11,491.95
102-FFD	Drama Program			24,792.86	36,738.50		11,945.64
1113 PI	Child Protection Year 2 Qtr 4	40.37	- 40.16	0.21			
1114 PI Y3	Child Protection Year 3		45,073.60	45,073.60		-	
1116 PI	CP & PD Training		2,282.00	2,282.00		-	
1200-EU	Women Empowerment		108,997.29	108,997.29		-	
1300-CF	Child Frontiers	2,953.00		2,953.00		-	
1500-SF	Star Foundation	13,280.33		13,280.33		-	
1700-OKT	Youth Emp Peace B Program	40,443.41	- 1,894.01	38,549.40		-	
1800-AA	Empowering Women	37,052.46		11,340.00		25,712.46	
1810-AA	Empowering Women 10% EU	22,803.47		22,803.47		-	
1900-GFC	GFC Sustainability	22,714.10		17,523.00		5,191.10	
2000-PS	Peace & Sport	211.90		211.90		-	
2100-RDP	Ministry of Agriculture	569.60	854.40	1,424.00		-	
2200-USA	US Embassy		3,000.00	3,000.00		-	
2300-GG	Global Giving		565.25	565.25		-	
2600-WS	Early Childhood	34,978.00		34,978.00		-	
2800-UNDP	Peace Promotion Project	5,200.00	15,000.00	20,200.00		-	
2900-PYD	Drama Project	5,572.50	1,947.00	7,519.50		-	
2910-PYDWP	Drama Project		5,412.00	5,412.00		-	
2920-PYDGBV	Drama Project		20,784.50	20,784.50		-	
3000-FS	Law Fellowship Program	20,822.00		20,822.00		-	
3100GIZ	Peace Theatre Project	14,845.00	25,097.21	39,942.21		-	
3200-AF	Ashmore Foundation	7,787.88		7,787.88		-	
3300-ECEF	Early Childhood Education		24,394.14	886.60			23,507.54
3400-PC	Paula Clothier Fund	1,568.01	5,100.00	5,458.83		1,209.18	
3500-OKT	Scoping Mission		10,756.13	10,756.13		-	
3600-IFA	Enriching Public Partnership		170,158.72	170,158.72		-	
3700-JICA	Youth Integration & Dev		1,190.00	1,190.00		-	
3800-OKT HSP	High School Transition		123,728.00	118,356.90		5,371.10	
3900-MC	Drama Project		5,170.00	5,170.00		-	
4000-NZ	Early Childhood Development		16,563.50	16,563.50		-	
4100-WS2	Early Childhood Dev Init		150,840.00	127,095.63		23,744.37	
4200-Cfunds	Child Protection Training		2,000.00	2,000.00		-	
4210-Cfunds	Early Childhood Training		3,000.00	3,000.00		-	
4300-CRS	Leadership Training		2,766.00	2,766.00		-	
623-GFC	AYV Commnication	225.03		225.03		-	
7000-F	Peace & Development	4,095.67	- 4,065.67	30.00		-	
9000-JF	JF Peace Project	81.84	- 47.02	34.82		-	
9100-JF	JF Peace Project		124,418.40	124,418.40		-	
TOTAL		235,244.57	889,405.93	1,074,048.29	79,775.29	61,228.21	69,149.29

SUPPLEMENTARY UNAUDITED NOTES TO THE FINANCIAL STATEMENTS

ANNEX I – 2013 TRAININGS IN COMMUNITIES

Enriching Public Participation in the Democratic Process funded by IFA

No.	Date	Target group	Participants
1.	17 – 22 June	Training-of-Trainers for DNPCC (National Directorate for the Prevention of Community Conflict) staff, SES (Secretary of State for Security)	19
2.	22 – 26 July	At-risk youth from across high conflict parts suco Comoro, Dili	26
3.	5 – 9 August	Community leaders, Community Police/PNTLL and youth in Laga, Baucau District	25
4.	19 – 23 August	Rotary Club student from UNTL, the national university	26
5.	2 – 6 September	Community leaders, Community Police/PNTL and youth in Ainaro District	34
6 .	16 – 20 September	Community leaders, Community Police/PNTL and youth in Suai, Cova Lima District	33
7.	7 – 11 October	Community leaders, Community Police/PNTL and youth in Maliana, Bobonaro District	18
8.	21 – 25 October	Community leader, Community Police/PNTL and youth in Remexio, Aileu District	23
9.	15 – 20 November	Community leaders, Community Police/PNTL and youth in Oecusse District	31
		Total	235

Each of these five-day trainings (plus a six day Training-of-Trainers) included information on conflict resolution, conflict transformation, conflict analysis and mapping, negotiation, mediation, introduction to human rights, civic education, gender equality, rumor management, and democracy.

Youth Empowerment Peace Building Project – Conflict mitigation trainings funded by Oaktree

No	Training dates	Location	Participants
1.	14 – 17 January	Kulau Laletek, Dili	30
2.	22 – 25 January	Sabuli, Dili	29
3.	28 – 31 January	Bedois Suco Laran, Dili	36
4.	28 – 31 January	Suco Duyung, Dili	34
		Total	129

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

Empowering Women Project – funded by AusAID and the European Union

(a) Protection, Empowerment and Conflict Transformation (PECT) Training

No.	Dates	Communities Trained	Participants
1.	25 January – 1 February	Eclae, Ilimanu, and Ileticaraquia, Ataúro	21
2.	18 – 23 February	Usubemasu, Arlo, Maquer, Beloi and Adara, Ataúro	30
3.	18 – 23 March	Pala and Ilidua, Ataúro	28
4.	22 – 27 April	Ilic Namu and Uaro Ana, Ataúro	27
5.	13 – 18 May	Anatutu and Ili Timur, Ataúro	25
6.	17 – 22 June	Biti and Berao, Ataúro	25
7.	22 – 27 July	Maumeta and Maceliho, Ataúro	29
8.	19 – 24 August	Maulaco and Fatu Lela, Ataúro	31
9.	23 – 28 September	Adara and Maquer, Ataúro	31
10.	21 – 26 October	Vila, Makili, Beloi, Bikeli and Makadade sucos, Ataúro	33
		Total	280

(b) Protection Team Trainings

No.	Dates	Activities	Location	Participants
1.	9 – 12 December	3 Protection teams (Lahane Oriental, Camea and Ataúro)	Ba Futuru Peace Center	31
			Total	31

This training covered information on leadership, public speaking, debating, legal frameworks, and the referral pathways system.

(c) Youth Animation Workshops

No.	Date	Community	Participants
1.	13, 20, 28 February	Bedois, Suco Laran and Allele Hun	41
2.	6, 13, 20 March	Terminal, Fatuk Francisco	42
3.	15, 22, 29 Apr	Kaisabe, Aidak Behare	37
4.	9, 16, 31 May	Lenuk Hun	61
5.	6, 13, 25 June	Bubur Lau	53
6.	9, 16, 23 Jul	Ailok Laran, Lases, Has Laran	74
7.	8 – 12.July	Special showing of Feto Fantástiku film in Ataúro Vila, Beloi and Bikeli	784
		Total	1,092

Each training ran over three days, with each day covering one module. The three modules were:

Module 1: Introduction and Affirmations

Module 2: Declaration of Human Rights and the Special Needs of Children

Module 3: Access to Justice

ANNEX II – 2013 TRAININGS IN SCHOOLS

Strengthening Peace in the Lives of Children Project – funded by the Justice Facility and individual donations via Global Giving

(a) Child Protection and Positive Discipline Training for teachers

No.	Dates	Location	Participants
1.	5 – 7 April	Secondary School Nino Conis Santana and SMA No. 1, Lospalos	22
2.	9 – 11 April	Secondary School Nino Conis Santana and SMA No. 1, Lospalos	31
3.	16 – 18 April	Ba Futuru's Training Facility (for staff)	17
4.	8 – 11 May	Ba Futuru's Training Facility	13
5.	16 – 18 May	Ba Futuru's Training Facility	23
		Total	106

(b) Monthly Meetings

No.	Dates	Location	Participants
1.	25 April	Lospalos	9
2.	27 May	Dili	7
3.	29 May	Lospalos	8
4.	28 June	Dili	8
5.	24 June	Lospalos	5
6.	25 July	Dili	7
7.	24 July	Lospalos	5
8.	20 September	Dili	6
9.	27 September	Lospalos	4
10.	17 October	Dili	7

Five teachers from each of the four target schools in this project attended these monthly meetings, hence why no total participant number is given. .

(c) In-class Mentoring of teachers

No.	Dates	Location	Participants
1.	5 – 9 August	Secondary School Rainha da Paz teachers, Dili	4
2.	12 – 16 August	Secondary School Nicolau Lobato, Dili	3
3.	9 – 12 September	Secondary School Ninu Conis Santana, Lautém	2
4.	9 – 12 September	Secondary school No. 1 Lospalos, Lautém	3
		Total	12

High School Transformation Project (HSTP) – funded by Oaktree**(a) Teacher trainings**

No.	Dates	Topic	Location	Participants
1.	3 – 5 July	Child Protection and Positive Discipline	99 Ataúro High School	22
2.	29 – 30 November	Participatory Teaching Methods	99 Ataúro High School	10
3.	14 October	Participatory Teaching Methods	Nicolau Lobato High School	23
			Total	55

(b) Life Skills training for students

No.	Dates	Location	Participants
1.	15 – 24 October	Ba Futuru	29
2.	4 – 15 November	99 Ataúro High School	32
3.	18 – 27 November	Ba Futuru	15
		Total	76

(c) Peer Mediation training for students

No.	Date	Location	Participants
1.	9-13 December	99 Ataúro High School	12

ANNEX III – 2013 OTHER TRAININGS AND ACTIVITIES

Child Protection Project – Training funded by SIDA via Plan International

(a) Conflict Resolution and Child Protection Trainings

No.	Dates	Location	Participants
1.	23 – 25 May	Lospalos	27
2.	25 – 27 July	Lospalos	25
3.	2 – 4 September	Aileu	34
4.	19 – 21 September	Laulara	28
		Total	114

(b) Child Protection and Positive Discipline briefing and showing of Feto Fantástiku film

No.	Dates	Location	Participants
1.	24 July	ESP School Lautem	6
2.	29 July	ESP School Lautem	10
3.	14 August	Lospalos SMU 1 School, Kuluhun	11
4.	15 August	Lospalos Nino Conis Santana School	11
5.	28 September	ESP School Laulara	16
6.	19 October	ESP 1 School Lautem	17
7.	28 October	ESP School Laulara	22
8.	30 October	Aileu	13
9.	11 October	Centru SPSP Aileu	8
10.	11 October	ETP Aileu	10
11.	12 October	ESP Aileu	8
12.	12 October	ESP Laulara	9
		Total	141

Drama program supported by Paz y Desarrollo (PyD)

Theatre performances: women's participation in politics

No.	Dates	Location	Audience
1.	7 – 8 March	Baucau Buibau	29
2.	11 September	Manatuto	24
3.	18 September	Manatuto Kairui	20
4.	18 September	Manatuto Lifau	10
5.	19 September	Manatuto Kribas	20
6.	20 September	Manatuto Ailili	15
		Total	118

Drama program supported by GIZ

Road show: Feto Fantástiku films on child abuse, youth conflict, and water dispute

No.	Dates	Location	Participants
1.	25 – 26 May	Baucau, Ewatu Trilolo	12
2.	6 – 8 July	Liquiçá, Fatukesi	9
3.	6 – 8 July	Liquiçá, Dato	12
4.	12 July	Ataúro, Bikeli	12
5.	14 August	Lospalos, SMU 1	12
6.	15 August	Lospalos, Nino Conis Santana school	11
7.	22 August	Dili, Ba Futuru's Peace Center	10
8.	28 August	Aileu, ETP	10
9.	28 August	Aileu SMAK	12
10.	16 September	Dili, Nicolao Lobato school	12
		Total	112

Child Protection and Positive Discipline Training – funded by ChildFund Timor-Leste

No.	Date	Location	Participants
1.	20 – 22 August	Covalima	24
2.	27 – 29 August	Maliana	18
		Total	42

Child Protection and Positive Discipline training – funded by ECCD project, Plan Timor-Leste

No.	Date	Location	Participants
1.	13 – 15 May	Aileu	40
2.	29 – 31 July	Lospalos	16
		Total	56

Conflict Resolution training supported by JICA (Japanese International Cooperation Agency)

No.	Date	Location	Participants
1.	4 – 8 March	Ba Futuru training facility	36
		Total	36

Teacher Training for educators and caregivers of young children - Early Childhood Development Initiative Project funded by Sunrise Joint Venture

No.	Date	Topic	Location	Participants
1.	25 February – 1 March	Early Childhood Education	Ba Futuru	27
2.	22 - 26 April	Early Childhood Education	Ba Futuru	24
3.	9 - 13 September	Early Childhood Education	Ba Futuru	25
4.	9 December	Child Protection and Positive Discipline	Ba Futuru	23
5.	16 December	Early Childhood Education	Ba Futuru	24
			Total	123

Children enrolled at Ba Futuru's Pre-school – funded by Sunrise Joint Venture

Boys	Girls	Total
8	13	21

ANNEX IV – 2013 PEACE CENTER COURSES AND ACTIVITIES

No.	Subject	Contents	Target Group	Participants
1.	TAHRE Program	Complete TAHRE Guide, basic Portuguese and English, Badminton, games, arts, dance and etc.	Children	52
2.	Japanese class	Basic Japanese language course	Youth	16
3.	Sport	Kids, youth and community utilize Ba Futuru's sport spaces such as basket all court, volley ball court and skate park	Children, Youth and community members	648
			Total	716

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



Ba Futuru / For the Future
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