

IFA Community Peace Building Support Network Project Evaluation



January 2012

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Executive Summary

An evaluation was conducted of the final year of a project known as the Community Peace Building Support Network Project, funded by the Institute for Foreign Cultural Relations (IFA) and managed by Ba Futuru, a non-government organisation in Dili, Timor-Leste. The project focuses on reducing interpersonal and inter-communal violence. In the year ended December 31 2011, the project delivered training to 755 community leaders, young people and police in seven conflict-prone communities around Dili and Atauro Island (Ba Futuru 2011) via 25 training sessions.

Training occurred in the communities of Comoro, Fatuhada, Bairopite, Lahane Oriental, Becora and Atauro Island. This has included 40 police in two training sessions in Dili and on the island. A network of trained Community Response Team (CRT) members work with existing Ba Futuru facilitators as the critical linkages between the organisation and the community – leaders and young people – delivering training, liaison and ongoing support.

An Australian-based consultancy Empatheia Consulting was contracted to evaluate the project during December 2011, providing a final report in early January 2012. The evaluation reviewed progress against stated project outcomes, assessing the extent to which those outcomes had been achieved. The evaluation design was guided by a terms of reference outlining the specific project outcomes and indicators.

A mixed method approach was employed in the generation of data and comprised document review; focus group discussions with key stakeholders; one on one interviews with Ba Futuru staff; and questionnaires including quantitative and qualitative questions. Translation from English-Tetum-English was provided. A total of 55 participants were interviewed with 81.8 percent male and 18.2 percent female.

The results of the evaluation revealed that the outcomes of the project have been clearly delivered. In summary the findings are:

- **Improved CRT engagement with community members.** The ability of CRTs to engage community members in the reduction of violence across their communities has improved beyond the targeted level and this was clear from both Ba Futuru staff and CRTs themselves. There are indications however that the CRTs workload can be great and may be unsustainable when community members do not share part of the burden of local organisational tasks.
- **Strengthened community/CRT relationships:** collectively the responses from CRT members and Ba Futuru staff indicate that CRT members have successfully established new and built upon previous relationships with community members in their respective communities to strengthen linkages for the prevention of violence. Furthermore, some comments lead to a suggestion that new skills will be useful for CRTs, including knowledge of the law, land planning and land title issues.
- **Extensive use of information/materials:** the combined responses of the training participants and Ba Futuru staff indicate that all participants have extensively used the information and/or material from the training provided to reduce violence both in their communities and in their own lives. From the community leaders interviewed, the training resulted in additional benefits, including their enhanced reputation as a leader. In the

community context, conflict analysis instruments have been most used; while next most common are mediation, small group activities and role plays. While conflict analysis instruments did not rate quite as strongly for participants focused on reducing conflict in their own lives, there was little difference in use between those instruments; workshops; discussions; information learned from negotiation or mediation role plays; small group activities.

- **Improved conflict resolution** skills have been reported by police to address and transform conflict in their communities and to provide a sense of safety and security for community members.

A number of recommendations are posed for consideration by Ba Futuru and the funding body IFA as the project comes to an end. They are:

- Consider segmenting participant groups when conducting pre and post-project evaluations to a single stakeholder group. During the evaluation, it was observed that there is some tendency of young people to defer to the views of a community leader, rather than give what may potentially be an alternative view.
- Continue to engage CRTs to liaise with community members and consider additional support for them. Evaluation results indicate they have been very successful in building strong relationships with local residents, but that they sometimes carry a greater load than the community at large, especially in organising and facilitating community involvement.
- Engage community leaders to continue to support an extension of the training at both village (*suco*) and sub-village (*aldeia*) scale, within Dili and in regional areas. In discussion during the evaluation, these leaders called for further training in their local areas, indicating that inter-communal disputation persists and in their view conflict mitigation had proved to be an effective strategy to reduce such conflict.
- Consider an extension of the training program to community police officers.
- Invest in renewed attention to the design and implementation of strategies to actively increase female involvement, especially at project review stages. For example: from the evaluation results, only 18.2 per cent of females were involved as evaluation participants in the 2011-12 process.
- Review and enhance the delivery of capacity building and practice-based professional development of local staff – this will in some cases require skills transfer as part of volunteer placement program, but will eventually reduce current dependency on international volunteer staff particularly for specialised roles including project management, evaluation and staff mentoring.
- Seek funding for strategies with a focus on new skills. From the evaluation results, training in law, land planning and land title issues were identified as new skills which would benefit CRTs when dealing with particular communities.
- Continue to invest in building capability in translation and language skills. English is likely to persist as the preferred language for funding agencies and local capacity in English will reduce dependence upon external providers.

Terminology

Aldeia:	hamlet or sub-village. Smallest administrative unit in Timor-Leste
Chefe de Aldeia:	elected head of the aldeia
Chefe de Suco:	elected head of the suco
CRT:	Community Response Team
IDP:	Internally Displaced Person
MAG:	Martial Arts Groups
Suco:	village consisting of a number of hamlets; second smallest administrative unit in Timor-Leste
TAHRE:	Transformative Arts and Human Rights Education
Tara bandu:	part of customary law
Tetum/Tetun:	one of the two official languages of Timor-Leste
UN:	United Nations

Acknowledgements

The evaluation team gratefully acknowledges the contributions of resources, energy and goodwill from all who have been involved in this evaluation.

We particularly thank the participants who have given of their time, sombre reflection and vision for the future of their beloved Timor-Leste.

To the Ba Futuru staff, volunteers and to the Institute for Foreign Cultural Relations (IFA), thank you for giving organisational effect and support to the review process and for the continuing impressive development work.

Agency profile and program description

Background

Ba Futuru is a peace building and child protection organization established in 2004 and located in Dili, Timor-Leste. Its mandate has grown from early efforts to provide arts-based activities for children impacted by intergenerational conflict and violence to an extensive network of community liaison personnel, delivering specialised peace and conflict resolution training programs and community support (World Relief Australia 2011).

Producing a range of transformative arts and education materials and activities, including its self-authored Transformative Arts and Human Rights Education (TAHRE) curriculum, Ba Futuru's work seeks to reduce the existing levels of community-based violence in Timor-Leste by strategies including mutual learning; artistic self-expression and community-supported activities. Psychosocial recovery of those conflict-affected and especially children at risk of violence is by workshops with rights-based content (Ba Futuru 2011).

Carers and community leaders are equally a focus of attention. Issues including child protection, inter-communal disputation and personal development needs are explored in a safe, supportive environment. Training activities build knowledge, skills and positive value-based understanding of the dimensions of violence and how to reduce both community and individual aggression.

Since 2004 more than 20,000 children, youth, teachers, police and community leaders across 11 of the 13 districts in the nation have received skills training while supported activities for young people continues at the organisation's peace centre in Dili. Ba Futuru's work is recognised internationally, including the receipt in 2011 of the UK-based charity STARS Foundation Rising Star award¹.

The organisation is built on principles of gender equity and mutual respect, encouraging involvement of women, who experience considerable discrimination in Timor-Leste (Kovar 2011, Ba Futuru 2009, TLAVA 2009b). With more than 20 staff, 70 percent are female. Ba Futuru's major donors in the past have included the Timor-Leste national office of the President, UNDP, AusAID, UNICEF, and UNHCR, together with small grants funds for numerous short-term projects from various international donors. Collaborative relationships exist with the national education and social solidarity ministries, CARE International, Catholic Relief Services, Concern Worldwide and the UNDP.

The program

The focus of this evaluation is the Community Peace Building Support Network project, funded by the Institute for Foreign Cultural Relations (IFA). The project focuses on reducing interpersonal and inter-communal violence, delivering training to young people and community leaders and police in seven conflict-prone communities around Dili and Atauro Island (Ba Futuru 2011) via 25 training sessions. Those communities are Comoro, Fatuhada, Bairopite, Lahane Oriental, Becora and Atauro Island. The intention is to build people's individual capabilities to resolve and prevent violence using peaceful and non-violent means (Ba Futuru 2011). Conflict mitigation skills, including personal development and confidence building, and human rights education are taught, using Ba Futuru's TAHRE curriculum.

A network of trained Community Response Team (CRT) members work with existing Ba Futuru

¹ The STARS Foundation was established in 2011 and focuses on improving the well-being of disadvantaged children around the world by supporting organizations which meet their health, education and protection needs.

facilitators to deliver training and outreach to community members and police. CRTs make first contact with communities, negotiate selection of the participants with local leaders and are in regular contact with both participants and their community decision-makers. For this project 12 CRT personnel deliver the training and liaison role and work to establish trust and encourage participation (Ba Futuru 2011).

To secure participants for the training, community leaders – formal and informal are crucial. Both *chefes de aldeias* and *chefes de sucos* are consulted, participate in dialogue and often broker agreements between potential participants and Ba future staff for inclusion in training sessions, locations, timing and post-training support.

Four Ba Futuru staff work in the roles of program manager, project coordinator, facilitator and CRT coordinator while collectively delivering training and project planning, operational and financial reporting. Staff are trained in counselling, community recovery and social work techniques – building capacity in those skills has been supported within the organization and is vital for the operation of this project.

In the seven communities, a total of 755 participants have received training in 25 sessions during the year to December 31st 2011. This has included 40 police in two training sessions in Dili and on Atauro Island.

Literature review

One of the United Nations (UN) newest and smallest member states, Timor-Leste became formally independent in 2002, having voted to secede from Indonesia in 1999. However its creation was set against a backdrop of long-standing violence (Hainsworth 2010). After 450 years of colonial rule by Portugal, Japanese occupation during World War II followed by a quarter-century of Indonesian occupation, it again faced crisis with near civic collapse in 2006 as widespread inter-communal violence erupted, persisting to national elections in the following year.

In 2006-07 the nation suffered loss of life; looting and arson; gang extortion; and dislocation occurred as people fled their homes, despite post-conflict reconstruction and a considerable UN presence. An estimated 300,000 persons - 30 percent of the population were displaced, many of whom ended up in temporary, internally displaced person (IDP) camps (Tobias 2011).

During 2008 and 2009, the camps were closed and families reintegrated into their traditional communities or sought other living arrangements. While in large part returnees were absorbed peacefully in sub-villages (*aldeias*), it was not universal and lasting social rifts between neighbourhoods; districts; and regions have persisted (Muggah 2010:32; Tobias 2011). The potential for renewed conflict over land and property issues, martial arts violence, and other root causes of the 2006 - 2007 displacement crises continue to threaten fragile conditions for consolidating peace (Harris and O'Neil 2011). According to a Centre of Studies for Peace and Development (CEPAD) report, “communal violence and gang warfare, particularly between rival martial arts groups, have created a sense of insecurity in the country”. (CEPAD 2009:14). That report goes on to argue that,

“communal violence delays the process of development at local, regional and national levels, through its impact on the security of the community. As fear spreads, people distance themselves from development programmes” (CEPAD:40).

Culture and customs remain at the heart of social order in Timorese communities. As part of today's population of just over one million people (National Statistics Directorate 2010), a variety of ethno-linguistic groups co-exist within the nation. Despite the history of foreign occupation, conflict and post-independence reconstruction turmoil, Brandao (2008) argued that:

“culture has offered an abiding source of identity and stability for the Timorese people, even though a strong sense of ‘state-based’ national identity is still evolving in this young nation” (2008:6).

The authority of local structures is an important component of culture and therefore plays a critical role in achieving peace for the future. According to CEPAD:

“At the local level there are two systems of governance: a formal system of the village (suco) council and an informal system which supports traditional customs and law. Limited resources (facilities and financial) make the work of these two local governance systems sometimes difficult,” (2009:14)

when local leaders attempt to restrain the disruptive activities of martial arts groups, other gangs and indeed quell inter-familial disputes. However, although traditional governance systems are hierarchical and mostly male-dominated, consultation and collective decision making feature prominently, according to Butterworth (2011) who describes:

“Community meetings and informal daily interactions allow space for discussion of community priorities, and there is powerful social pressure on community leaders to undertake decisions for the benefit of the community” (Butterworth 2011:6).

While most community leaders are male, in some communities there exists a “leader” role for women and women appear to be taking more decision-making roles than in the past, notwithstanding the comparatively high resistance profile women enjoyed during pre-independence years (Australian Government 2008).

Purpose and scope of the evaluation

The evaluation's central focus was to review progress against stated project outcomes and assess the extent to which those outcomes have been achieved. The evaluation design was guided by the terms of reference which outlined the specific project outcomes. The terms of reference appears in Appendix 1. In preparing the evaluation plan, the evaluation team amended the outcome descriptions from those contained in the terms of reference. It was the team's view that the statements were described as indicators rather than outcomes so while not departing from their original intent, these indicators were separated from each long term outcome. These appear in the methods chapter.

The evaluation assessed changes in the capacity of several groups - CRT members; community leaders, young people and police officers - to reduce violence in their own communities. It examined whether training participants gained knowledge and skills in the areas of conflict analysis and mitigation, and whether they used this knowledge and skills to reduce their own use of violence and/or that in their community. It also analysed the extent to which the CRT members established and sustained relationships with the leadership in their communities, as well as whether police had become better equipped with skills to provide a sense of safety and security for community members. While pre and post- training assessment is conducted and recorded as part of the project implementation, this evaluation focused on the end-of-year outcomes.

Methods

The evaluation was based on a research methodology using a program-logic approach. As discussed earlier in this report, the indicators used to measure project success were separated from a summarised outcome statement and were those which related to the project's end-of-year outcomes, as listed below.

Outcome 1: There will be an improvement in the ability of CRTs to engage community members and youth in conflict prevention and develop stronger relationships with formal and non-formal community and youth leaders.

Indicators:

1. More than seventy per cent of the CRT members will report an improvement in their ability to engage community members and youth in conflict prevention
2. Seventy per cent of the CRT members will also report having formed stronger relationships with formal and non-formal community and youth leaders.

Outcome 2: There will be an increased knowledge in conflict analysis and conflict mitigation by youth and community leader participants having used the information and/or materials from trainings to reduce violence in their communities and/or to reduce their own use of violence in their daily lives.

Indicators

3. More than seventy per cent of those participating in follow-up evaluations will report having used the information and/or materials from trainings to reduce violence in their communities
4. More than seventy per cent of those participating in follow-up evaluations will report having used the information and/or materials from trainings to reduce their own use of violence in their daily lives

Outcome 3: There will be an increased knowledge of conflict analysis and conflict mitigation by police and they will have become better equipped with skills to resolve and transform conflict in their communities as well as provide a sense of safety and security for community members.

Indicators:

5. More than seventy per cent of police officers will report that they have become better equipped with skills to resolve and transform conflict in their communities.
6. More than seventy per cent of police officers will report that they have become better equipped to provide a sense of safety and security for community members.

Data sources

The sources of data were primary – in this case community leaders, police and young people who had participated in the training; CRTs; and Ba Futuru staff members as well as secondary data sources – including the Ba Futuru 2009 Annual Report, three bi-monthly interim reports, details of training schedules, training location and attendance records. The participants were invited formally by Ba Futuru to attend focus group meetings and be part of the evaluation process. They were paid for their travel costs, at the conclusion of each focus group meeting.

Data collection

A mixed method approach was employed in the generation of data, comprising:

- Document review
- Focus group discussions with key stakeholders
- One on one interviews with staff
- Questionnaires including quantitative and qualitative questions.

Documents were analysed to provide the context and structure of the project, including the human resources allocated to the project. Financial and infrastructure resources were noted but these details were judged not to be critical in the assessment of the project outcomes as specified in the evaluation’s terms of reference.

Focus group discussions included the provision of a questionnaire which ensured a consistent approach to data generation for each meeting, together with round-table discussions for each of the qualitative questions. The qualitative component invited focus group participants to share their experiences, perceptions and observations.

Interviews were conducted with Ba Futuru staff, using a questionnaire as the basis of discussion.

Questionnaires for each stakeholder group were designed by the evaluation team with feedback from Ba Futuru staff, in advance of translation to Tetum. These appear in Appendix 2.

Demographic information comprised age; gender; community name; and role, while qualitative questions explored participant assessments of what degree the training delivered by the project and the accompanying learning materials helped them to prevent or resolve conflict, both personally and within their community. CRTs were asked to assess and give examples of their ability to engage community members and youth in conflict prevention, as well as examining the extent to which they may have strengthened relationships with those in the community. Community members and staff were invited to make the same assessments.

All focus group meetings, interviews and completed questionnaires were translated. Three translators, staff members of Ba Futuru, provided this function. The purpose and scope of the evaluation were explained to all participants at the beginning of each meeting in order to ensure realistic expectations as to who would have access to the evaluation findings and how these would be used. A discrete number was assigned to each participant to ensure confidentiality of individual responses, while participants could withdraw from the interview process at any time.

Discussion amongst participants was encouraged at these meetings and detailed individual responses on particular questions were captured by the evaluator. Table One below summarises the data collection stage, including the primary data collection conducted in Dili and Atauro Island, on December 12-15, 10 and 19, 2011.

Table 1: Data collection stage

Data method	Timing	No of participants	Stakeholder group
Document review	Mid December		
Focus group discussion	December 12	4 12	Police: commander and officer Beto /Tasi Tolu communities
	December 13	12	Manleuana / Bairopite communities
		6	Becora/ Lahane communities
	December 14	12	CRTs
	December 15	6	Atauro community
Interviews	December 15	2	Ba Futuru staff
	December 19	1	Ba Futuru staff
Total		55	

Results and findings

Ba Futuru organised interviews with key project participants and staff. Placing the following data results in context, 100 per cent of CRTs and 75 per cent of staff were made available for interviews, seven per cent of police participants were interviewed and five per cent of community participants. The sample was constructed with geographical and logistical challenges in mind, participants having been drawn from areas where training was delivered. Table Two describes the sample and the key demographic characteristics of age and gender. In summary:

- A total of 55 project stakeholders were interviewed; 81.8 per cent of all participants male and 18.2 per cent female.
- A total of 36 community and youth participants were interviewed; 88.9 per cent male and 11.1 per cent female.
- A total of 12 CRTs were interviewed; 75 per cent male and 25 per cent female.
- A total of 4 police were interviewed; 75 per cent male and 25 per cent female.
- A total of 3 staff were interviewed; 33.3 per cent male and 66.7 per cent female.

Table 2: Participant sample and profile

Groups	Total trainees/staff/CRTs	Interviewed trainees/staff/CRTs	Male	No.	Female	No.	Average Age
Community/Youth	755	36	88.9%	32	11.1%	4	27.6
CRTs	12	12	75.0%	9	25.0%	3	25.5
Police	40	4	75.0%	3	25.0%	1	34.0
Staff	4	3	33.3%	1	66.7%	2	27.7
Total		55	81.8%	45	18.2%	10	

Summary of results

The results of the evaluation revealed that overall the outcomes of the project as described in the terms of reference have been successfully delivered against the designated indicators. In summary the findings are:

- **Improved CRT engagement with community members.** The ability of CRTs to engage community members in the reduction of violence across their communities has improved beyond the targeted level and this was clear from both Ba Futuru staff and CRTs themselves. There are indications however that the CRTs workload can be great and may be unsustainable when community members do not share part of the burden of local organisational tasks.
- **Strengthened community/CRT relationships:** collectively the responses from CRT members and Ba Futuru staff indicate that CRT members have successfully established new and built upon previous relationships with community members in their respective communities to strengthen linkages for the prevention of violence. Furthermore, some comments lead to a suggestion that new skills will be useful for CRTs, including knowledge of the law, land planning and land title issues.
- **Extensive use of information/materials:** the combined responses of the training participants and Ba Futuru staff indicate that all participants have extensively used the information and/or material from the training provided to reduce violence both in their

communities and in their own lives. From the community leaders interviewed, the training resulted in additional benefits, including their enhanced reputation as a leader. In the community context, conflict analysis instruments have been most used; while next most common are mediation, small group activities and role plays. While conflict analysis instruments did not rate quite as strongly for participants focused on reducing conflict in their own lives, there was little difference in use between those instruments; workshops; discussions; information learned from negotiation or mediation role plays; small group activities.

- **Improved conflict resolution** skills have been reported by police to address and transform conflict in their communities and to provide a sense of safety and security for community members.

Findings

Evaluation results compared against the indicators for success of this project's desired outcomes are now described in detail.

Indicator 1: More than seventy per cent of the CRT members will report an improvement in their ability to engage community members and youth in conflict prevention.

If considered collectively, the responses of the CRTs and Ba Futuru staff indicate that the ability of CRTs to engage community members in the reduction of violence across their communities has indeed improved. While the results from CRTs themselves might be anticipated, staff added their support to this view.

Successful engagement of both leaders and members of each community is vital for this project's success. To build trusting, sustained and respectful relationships take time and a deal of energy and to get involved, community members must also see the relevance of the CRT role. As one young male commented:

“The training I received from the CRTs has encouraged me to try to reduce conflict in my daily life”, (4P3).

Community leaders are part of the community structures that form the basis of Timorese society. No training activity is expected to occur without the consent and support of community leaders, especially the *chefes de aldeias* as well as other leaders. Moreover the CRTs must have the capacity and have developed sufficient skills to deliver this critical role. To continue to support CRT skill-building, ongoing professional development training is likely to continue to be an important function for Ba Futuru.

As listed in Table Three below, all CRT members (100 per cent) reported an improvement in their ability to engage community members and youth in conflict prevention. When asked to indicate their degree of agreement with the statement ‘I have improved my ability to engage with community members and youth’, 33 per cent of respondents very strongly agreed, 41.7 per cent of respondents strongly agreed with a further 25 per cent agreeing. One male CRT observed:

“From the [engagement] success of our team [of CRTs] is now that the community can solve their own problems particularly in land disputes while domestic violence has reduced. There are also solutions appearing to [address] water issues”, (1P11).

Table 3: CRTs have improved their engagement ability

Degree of agreement	Number of Respondents	% of Respondents
Somewhat agree	0	0.0%
Agree	3	25.0%
Strongly agree	5	41.7%
Very strongly agree	4	33.3%
Total	12	100.0%

When Ba Futuru staff were asked to describe their degree of agreement with the statement ‘I think CRTs have improved their ability to engage with community members and youth in conflict prevention’, 66.7 per cent of respondents strongly agreed with a further 33.3 per cent very strongly agreeing. This is described in Table Four. One female staff member described this improvement as:

“One of the critical roles CRTs play is to communicate with the community members, so that all in the community understand they can be part of the solution, as much as being part of the problem of conflict. That is the real advantage of CRTs - they can operate as the interface between conflict and the solution”, (3P3).

This staff member went on to caution that the workload for CRTs is significant, especially when some communities may contribute very little to organising the initial and follow-up community meetings. CRT workloads and the actual contributions made by communities to access the training may require review.

Table 4: Staff perceptions of CRT improvement in engagement ability

Degree of agreement	Number of Respondents	% of Respondents
Somewhat agree	0	0.0%
Agree	0	0.0%
Strongly agree	2	66.7%
Very strongly agree	1	33.3%
Total	3	100.0%

Indicator 2: Seventy per cent of the CRT members will also report having formed stronger relationships with formal and non-formal community and youth leaders.

The evaluation results indicate that strong relationships continue to be developed between the CRTs and the community, with both CRTs and Ba Futuru staff strongly supporting this notion. The data from CRTs appears in Table Five below.

All CRT members (100 per cent) reported having formed stronger relationships with formal and non-formal community and youth leaders. When asked to indicate their degree of agreement with the statement ‘I have formed stronger relationships with formal and informal community and youth leaders’, 33.3 per cent of respondents very strongly agreed, 50 per cent of respondents strongly agreed and a further 16.7 per cent of respondents agreed.

As one male CRT reported:

“I have strengthened relationships with the community through the most senior leaders including for the *succo*, youth, martial arts and with the broad

community in order to plan and implement training and community meetings. [As part of that process] we have identified the circle of violence in the community we have been working with”, (1P12).

Table 5: CRT perceptions of their level of relationship-building

Degree of agreement	Number of Respondents	% of Respondents
Somewhat agree	0	0.0%
Agree	2	16.7%
Strongly agree	6	50.0%
Very strongly agree	4	33.3%
Total	12	100.0%

Indicator 3: More than seventy per cent of those participating in follow-up evaluations will report having used the information and/or materials from trainings to reduce violence in their communities

Materials and information used in the conflict mediation program form a very influential platform from which to build community knowledge and understanding about conflict and violence; their sources; ways to mediate their effect and how to reduce aggression and violence within the local community. All participants (100 per cent) reported using this information and/or materials from the training to reduce violence in their communities while amongst those community leaders interviewed, the training resulted in other benefits, including their enhanced reputation as a leader. As one male *chefe de aldeia* described:

“Through this training I have strengthened my role as a community authority”, (4P7).

As shown in Table Six, of the training materials used, the most commonly used information and/or materials were the conflict analysis instruments with 75 per cent of respondents indicating their use. These were also regarded by some as materials which will continue to be useful over time, as another male *chefe de aldeia* commented:

“The conflict analysis instruments which I have used in the community include the steps for conflict resolution with peace and creativity. These materials can now act as a reference for me to continue to resolve conflict”, (4P31).

Table 6: Training participants’ use of materials in their communities

Information/Material	Number of Respondents*	% of Respondents
Information learned from negotiation or mediation role plays	24	66.7%
Conflict analysis instruments	27	75.0%
Workshop discussions	22	61.1%
Small group activity	22	61.1%
Other	5	13.9%

*Respondents were asked to indicate as many information/material types as applicable

The next most commonly used materials were listed as negotiation/mediation role plays (66.7 per cent) and workshop discussion and small group activities (61.1 per cent). Of the 13.9 per

cent of respondents who indicated ‘Other’, three respondents indicated they also used the cultural practice of tara bandu².

A martial arts leader described the impact of the training and materials on him in this way:

“The material that I received was very useful. I now know that I have to respect myself and each other and encourage people to live in peace”, (4P23).

When Ba Futuru staff were asked to identify ‘what information and materials from the training have you observed your community members using to reduce violence in their communities’, 100 per cent reported people using conflict analysis instruments, and 66.7 per cent observed the use of information learned from negotiation or mediation role plays, workshop discussions and small group activity. Of the 66.7 per cent of staff respondents who indicated ‘Other’, one said he had observed community members using child protection information and other leadership skills while a female staff member observed community effort to manage gossip and rumours. These results are described in Table Seven.

Table 7: Staff observations of community use of materials and information

Information/Material	Number of Respondents*	% of Respondents
Information learned from negotiation or mediation role plays	2	66.7%
Conflict analysis instruments	3	100.0%
Workshop discussions	2	66.7%
Small group activity	2	66.7%
Other	2	66.7%

*Respondents were asked to indicate as many information/material types as applicable

Indicator 4: More than seventy per cent of those participating in follow-up evaluations will report having used the information and/or materials from trainings to reduce their own use of violence in their daily lives.

All participants reported using information and/or materials from trainings to reduce violence in their daily lives, just as they reported using the materials for a wider, community purpose. As one community member commented:

“The information and materials from BF (Ba Futuru) was very good to consider my own thinking about conflict. For example I can now control my words when saying things plus I am making an effort to modify my behaviour and reactions”, (4P4).

Table Eight describes the results when participants were asked to indicate what particular information and/or materials from trainings they used to reduce violence in their own lives. While conflict analysis instruments did not rate quite as strongly as in the previous section (when participants were asked which information/materials they used to reduce violence in their communities), it was still rated nearly as often as other materials and information. A total of 66.7 per cent of respondents indicated they used workshop discussions, 63.9 per cent used information learned from negotiation or mediation role plays, 58.3 per cent used conflict analysis instruments and 52.8 per cent used small group activities.

² The *tara bandu* is part of the customary law in Timor-Leste; it has the objective to preserve natural resources and to regulate daily social matters. People use this mechanism to protect their property and their environment.

Table 8: Training participants' use of materials in their own life

Information/Material	Number of Respondents*	% of Respondents
Information learned from negotiation or mediation role plays	23	63.9%
Conflict analysis instruments	21	58.3%
Workshop discussions	24	66.7%
Small group activity	19	52.8%
Other	1	2.8%

*Respondents were asked to indicate as many information/material types as applicable

The evaluation then turned its focus to police who had been trained as part of the project. They were asked to give their own assessment of how they have improved their skills in resolving conflict. Staff members were also asked if they had observed police becoming better equipped with conflict resolution skills. Police training sessions had been conducted in Dili and on Atauru Island. A total of four police, two of which were commanders, were interviewed in Dili. The number of respondents was modest, compared with the total number trained. With that in mind, while results from those interviewed can be reported for the inherent 'richness' of the individual comments, broader conclusions cannot be made about the entire police cohort.

Indicator 5: More than seventy per cent of police officers will report that they have become better equipped with skills to resolve and transform conflict in their communities.

100 per cent of police interviewed reported they have become better equipped with skills to resolve and transform conflict in their communities. One male police officer commented:

“The training delivered skills particularly in negotiation which I find very helpful. These are new ideas for our police, faced everyday with conflict but it is important that they learn not to use force first, but negotiation. We are seeing changes for the better in both the force and in at least one of our target groups – young people”, (2P3).

Indicator 6: More than seventy per cent of police officers will report that they have become better equipped to provide a sense of safety and security for community members.

All (100 per cent) of police interviewed reported they have become better equipped to provide a sense of safety and security for community members. One male commander took the opportunity to suggest that the training should be extended beyond the police force, to the community police personnel:

“It is important that BF (Ba Futuru) continues this training and especially extends it to community police officers, so that they can understand how to solve problems as well. We need to reach a level where sometimes [certain] matters don't even involve the police and the community collectively solves the dispute” (2P4).

All staff members confirmed this improvement. As one male staff member commented:

“Based on the follow up we have done with police officers, I have seen they have increasingly used ways of conflict prevention in their work”, (3P2).

Recommendations

A number of recommendations are posed for Ba Futuru. Some have come directly from analysis of the data, while others are of a more general nature and can be thought of as recommendations from observations by either participants or the evaluation team. Recommendations based on the evaluation findings for this project are:

- Consider segmenting participant group when conducting pre and post-project evaluations to a single stakeholder group. During the evaluation, it was observed that there is some tendency of young people to defer to the views of a community leader, rather than give what may potentially be an alternative view.
- Continue to engage CRTs to liaise with community members and consider additional support for them. Evaluation results indicate they have been very successful in building strong relationships with local residents, but that they sometimes carry a greater load than the community at large, especially in organising and facilitating community involvement.
- Engage community leaders to continue to support an extension of the training at both village (*suco*) and sub-village (*aldeias*) scale, within Dili and in regional areas. In discussion during the evaluation, these leaders called for further training in their local areas, indicating that inter-communal disputation persists and in their view conflict mitigation had proved to be an effective strategy to reduce such conflict.
- Consider an extension of the training program to community police officers.
- Invest in renewed attention to the design and implementation of strategies to actively increase female involvement, especially at project review stages. For example: from the evaluation results, only 18.2 per cent of females were involved as evaluation participants in the 2011-12 process.
- Review and enhance the delivery of capacity building and practice-based professional development of local staff –this will in some cases require skills transfer as part of volunteer placement program, but will eventually reduce current dependency on international volunteer staff particularly for specialised roles including project management, evaluation and staff mentoring.
- Seek funding for strategies with a focus on new skills. From the evaluation results, training in law, land planning and land title issues were identified as new skills which would benefit CRTs when dealing with particular communities.
- Continue to invest in building capability in translation and language skills. English is likely to persist as the preferred language for funding agencies and local capacity in English will reduce dependence upon external providers.

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Annexures

Appendix 1: Community peace building support network project

BACKGROUND

Ba Futuru, Timor-Leste's pre-eminent peace-building and human rights organisation, is currently seeking a consultant to conduct an external evaluation of its Community Peace Building Support Network project, funded by the Institute for Foreign Cultural Relations, Germany (IFA). The Community Peace Building Network Project established a network of trained Community Response Teams (CRTs). These highly motivated young people extend training in mapping conflict, its analysis, mitigation and negotiation techniques into high-risk communities throughout Dili District.

ASSIGNMENT OBJECTIVES

In December of 2011, Ba Futuru will be completing the implementation of this one-year project and is seeking an independent evaluator to assess the efficacy of the project in achieving its desired outcomes.

The evaluation is to review progress against the following outcomes:

Outcome 1: More than 70% of the CRT members will report an improvement in their ability to engage community members and youth in conflict prevention in the final external evaluation. Seventy percent of the CRT members will also report having formed stronger relationships with formal and non-formal community and youth leaders.

Outcome 2: More than 70% of community leaders and youth training participants will report an increased knowledge in conflict analysis and conflict mitigation in their post-training evaluations. Additionally, more than 70% of those participating in follow-up evaluations will report having used the information and/or materials from trainings to reduce violence in their communities and/or to reduce their own use of violence in their daily lives.

Outcome 3: More than 70% of police officers who have followed the training will report an increased knowledge of conflict analysis and conflict mitigation in their post-training evaluations. Additionally, in follow-up interviews more than 70% will also report that they have become better equipped with skills to resolve and transform conflict in their communities as well as provide a sense of safety and security for community members.

ACTIVITIES AND RESPONSIBILITIES

- 1) Review Community Peace Building project documentation including project reports and results from internal evaluations
- 2) Develop methodological guidelines and tools for an external evaluation of the Community Peace Building Support Network project
- 3) Conduct interviews with Ba Futuru staff, Community Response Team members and training participants
- 4) Make a report based on the findings
- 6) Prepare a draft evaluation report for discussion with the management team of Ba Futuru

- 7) Submit Final Evaluation Report (5 to 10 pages) to Ba Futuru

REPORTING AND WORKING RELATIONSHIPS

The consultant will report to and be jointly accountable to the Director of Ba Futuru and Program Manager for IFA. The consultant will work closely with Ba Futuru in the design of the evaluation and Ba Futuru will assist the consultant in gaining access to relevant stakeholders in the evaluation, including Ba Futuru project staff, Community Response Team members and training participants.

LENGTH OF ASSIGNMENT AND COSTS

The assignment is envisioned to be conducted in November or the first half of December 2011 (the final written report can be done in the second half of December, however due to the holidays in Timor-Leste the interviews should be completed before December 15). The suggested timeframe can be discussed and adjusted but should not exceed 30 working days and not be less than 10 working days.

Appendix 2: Questionnaires

1. Community and youth leader

Generu Mane Feto
(Gender)

Ita nia tinan hira? _____
(What is your current age)

Ita mai husi komunidadade ne'ebé? _____
(What is the name of your community)

Ita nia papél saida iha ita nia komunidadade?
(What role do you play in the community?)

Lider komunidadade formal Lider komunidadade non-formal

Seluk. Karik papél seluk halo favor deskrebe _____

(Formal community leader, Non formal community leader, other: if other please describe)

1. Ita uza tiha ona informasaun ka materia husi treinamentu Ba Futuru nian hodi reduz violensia iha ita nia komunidadade?
(Have you used the information and/or materials from training to reduce violence in your communities?)

Sin Lae

Se hatan sin, hakat ba pergunta 2
(If yes please go to question 2)

2. Informasaun no materia saida husi treinamentu ne'e mak ita uza ona hodi reduz violensia iha ita nia komunidadade? Fo marka hotu ba sira ne'ebé ita aplika ona.
(What information and materials from the training have you used to reduce violence in your communities? Check as many as applicable)

- Informasaun husi manual TAHRE (information from the TAHRE manual)
 Informasaun ne'ebé aprende husi negosiasaun no papél halimar mediasaun
(information learned from negotiation or mediation role plays)
 Instrumentu analizasaun konflitu (conflict analysis instruments)
 Diskusaun iha treinamentu (workshop discussions)
 Atividade iha grupu kiik (small group activity)
 Seluk? Favor deskrebe
(Other? Please describe)

3. Informasaun no materia saida mak di'ak los ne'ebé ita uza ona iha ita nia komunidadade no tamba sa? (What information or material were most useful and why)

4. Ita uza ona informasaun no material ne'ebe ita hetan husi treinamentu ne'e hodi reduz violensia husi ita nia-an iha moris lor-loron? (Have you used information and/or materials from training to reduce your use of violence in your daily life)

Sin Lae

Se sin, hakat ba pergunta 5 (if yes go to questions 5)

Se lae, tamba sa? _____
(If no, Why) _____

5. Informasaun no materia saida husi treinamentu ne'e mak ita uza ona hodi reduz violensia husi ita nia-an iha moris lor-loro? Fo marka hotu ba sira ne'ebé ita aplika ona. (What information and materials from the training have you used to reduce your use of violence in your daily life? Check as many as applicable)

- Informasaun husi manual TAHRE (information from the TAHRE manual)
- Informasaun ne'ebé aprende husi negosiasaun no papél halimar mediasaun (Information learned from negotiation or mediation role plays)
- Instrumentu analizasaun konflitu (Conflict analysis instruments)
- Diskusaun iha treinamentu (Workshop discussions)
- Atividade iha grupu kiik (Small group activities)
- Seluk? Favor deskrebe _____
(Other? Please describe) _____

6. Informasaun no materia saida mak di'ak los ne'ebé ita uza ona iha ita nia-an rasik no tamba sa? (What information or materials were most useful and why)

2. Community Response Teams -CRT

Generu Mane Feto

(Gender)

Ita nia tinan Hira? _____

(What is your current age)

Ita nia komunidadade naran saida? _____

(What is the name of your community)

Ita nia papél saida? Membru ERK Seluk. Karik seluk deskrebe:

(What is your role? CRT member, Other: if other describe)

1. Ita nia kapasidade atu servisu hamutuk ho membru komunidadade no Juventude sira iha prevansaun konfliktu hadi'ak ona? (Have you improved your ability to engage community members and youth in conflict prevention)

Sin Lae

Karik sin, hakat ba pergunta 2 no deskrebe ita nia nivel dezemvolvimentu
(If yes go to question 2 and rate how strongly you agree with the statement)

2. Hau dezemvolve ona hau nia kapasidade atu servisu hamutuk ho membru komunidadade no Juventude sira iha prevansaun konfliktu.(I have improved my ability to engage with community members and youth)

Konkorda oituan (somewhat agree)	Konkorda (agree)	Konkorda maka'as (strongly agree)	Konkorda maka'as tebes (very strongly agree)
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3. Favor deskrebe ezemplu ida foin dadaun nian, kona ba susesu servisu hamutuk ho komunidadade hodi prevene konfliktu! (Please describe a recent example of how you have successfully engaged with someone in the community to prevent conflict)

4. Ita harii ona relasaun diak tebes ho komunidadade formal no informal no lider Joventude sira nian? (Have you formed stronger relationships with formal and informal community and youth leaders)

Sin Lae
Se lae,Tamba sa? (if no why)

Se sin, hakat ba pergunta 5 no sukat to'o iha ne'ebé ita konkorda maka'as ho deklarasaun ne'e. (If yes go to questions 5 and rate how strongly you agree with the statement)

5. Hau harii ona relasaun diak tebes ho komidade formal no informal no lider Joventude sira nian? (I have formed stronger relationships with formal and informal community and youth leaders)

Konkorda oituan (somewhat agree)	Konkorda (agree)	Konkorda maka'as (strongly agree)	Kokorda maka'as tebes (very strongly agree)
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6. Oinsa ita hametin relasaun sira ne'e? (How have you strengthened those relationships)

3. Police Interviews

Gender Mane Feto

(Gender)

Ita nia tinan hira?: _____

(What is your current age)

Ita mai husi komunidad ne'ebe?: _____

(What is the name of your community)

Ita nia papél saida iha komunidad?: (What is your role in the community)

Komandante Police officer Seluk. Karik seluk favor
deskrebe _____

(Commander, Police officer, Other: if other please describe)

1. Ita pronto duni ona ho ita nia abilidade atu resolve no transforma konflitu iha ita nia komunidad? (Have you become better equipped with skills to resolve and transform conflict in your community)

Sin Lae

Karik sin, hakat ba pergunta 2 (if yes go to question 2)

Karik lae, tamba sa?
(If no please describe
why)

2. Lista abilidade balun ne'ebé ita uza ona hodi resolve konflitu iha komunidad no oinsa ita uza? (Please list some skills you have used)

3. Ita pronto duni ona ho ita nia abilidade atu fahe sensu seguru no seguransa ba membru komunidad sira? (Have you become better equipped with skills to provide a sense of safety and security for community members)

Sin Lae

Karik sin, hakat ba pergunta 4 (If yes go to question 4)

Karik lae, tamba sa?
(If no please describe
why)

4. Lista abilidade balun ne'ebé ita uza ona hodi kria sensu seguru no seguransa ba comunidade no oinsa ita uza? (Please list some skills you have used)

4. Ba Futuru staff

Generu Mane Feto

(Gender)

Ita nia tinan hira?: _____

(What is your current age)

Ita mai husi komunidad ne'ebé?: _____

(What is the name of your community)

Ita nia papél saida?: _____

(What is your role)

1. Ekipa responde komunidad sira nia abilidade konaba servisu hamutuk ho membru komunidad sira no joventude ba prevensaun konflitu hadi'ak ona? (Have your Community Response Team members improved their ability to engage community members and youth in conflict prevention)

Sin Lae

Karik sin, hakat ba pergunta 2 no deskreve nivel dezemvolvimentu (If yes please go to question 2 and describe the level of CRT improvement)

2. Hau hanoin ERK sira abilidade servisu hamutuk ho membru komunidad no joventude sira ba prevensaun konflitu hadi'ak ona. (I think CRTs have improved their ability to engage with community members and youth in conflict prevention)

Konkorda oituan (somewhat agree)	Konkorda (agree)	Konkorda maka'as (strongly agree)	Konkorda maka'as tebes (very strongly agree)
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3. Favor deskreve ezemplu ida ne'ebe foin dadaun mak ita hare konaba oinsa membru ERK sira susesu servisu hamutuk ho joventude iha komunidad hodi prevene konflitu! (Please describe a recent example you have seen of how a CRT member has successfully engaged with someone in the community to prevent conflict)

4. ERK sira harii ona relasaun ne'ebe metin ho lider komunidad formal no informal no joventude sira? (Have CRTs formed stronger relationships with formal and informal community and youth leaders)

Sin Lae

Karik lae, tamba sa? (If no why)

Karik sin, hakat ba pergunta 5 no sukat oinsa ita konkorda duni ho deklarasaun ne'e! (If yes please go to question 5 and rate how strongly you agree with the statement)

5. Hau hanoin ERK harii ona relasaun ne'ebé diak tebes lider komidade formal no informal no joventude sira! (I think CRTs have formed stronger relationships with formal and informal community and youth leaders)

Konkorda oituan (somewhat agree)	Konkorda (agree)	Konkorda maka'as (strongly agree)	Konkorda maka'as tebes (very strongly agree)

6. Oinsa ERK sira hametin relasaun sira ne'e? (How have CRTs strengthened those relationships)

7. Ita haree ona membru komidade uza ona informasaun ka materia husi treinamentu Ba Futuru nian hodi reduz violensia iha sira nia komidade? (Have you observed community members use information and/or materials from the Ba Futuru training to reduce violence in their communities)

Sin Lae

Karik sin, hakat ba pergunta 8
(If yes please go to question 8)

8. Informasaun no materia saida husi treinamentu ita mak haree membru komidade sira uza ona hodi reduz violensia iha sira nia komidade? Marka hotu ba sira ne'ebé mak aplika ona. (What information and materials from the training have you observed community members use to reduce violence in their communities, Check as many as applicable)

Informasaun husi manual TAHRE (Information from the TAHRE manual)

- Informasaun ne'ebé aprende husi negosiasaun no papél halimar mediasaun (Information learned from netotation or mediation role plays)
- Instrumentu analizasaun konflitu (Conflict analysis instruments)
- Diskusaun iha treinamentu (Workshop discussions)
- Atividade iha grupu kiik (Small group activities)
- Seluk? Favor deskrebe (Other, please describe)

9. Informasaun ka materia saida mak diak tebes no tamba sa? (What information and materials were most useful and why)

10. Policia sira prontu diak ona ho sira nia abilidade atu resolve no transforma konflitu iha komunidadade? (Have police become better equipped with skills to resolve and transform conflict in the community)

- Sin Lae

Karik sin, hakat ba pergunta 11
(If yes please go to question 11)

Karik lae, tamba sa?
(If no, why)

11. Lista abilidade balun ne'ebe mak ita haree policia sira uza ona no oinsa sira uza? (List some skills you have seen police use and how they have used them)

12. Policia pronto duni ona ho abilidade atu fahe sensu seguru no seguransa ba membru komunidadade sira? (Have police become better equipped with skills to provide a sense of safety and security for community members)

- Sin Lae

Karik sin, hakat ba pergunta 13
(If yes please go to question 13)

Karik lae, tamba sa?
(If no, why)

13. Lista abilidade balun ne'ebe mak ita haree polisia sira uza ona no oinsa sira uza. (List some of the skills you have seen police use and how they have used them)

ENDS