

# Learning for Transformation



Reflection Workshop

9-12 February, 2021



**Learning for Transformation:  
Peer Learning on Strategies to  
Eliminate Violence against Women  
and Girls in Timor-Leste**

**Authors:**  
Emma Coupland and Victoria Tomasia

**Editors:**  
Galuh Wandita, Jose Luis de  
Oliveira, Joviana Guterres, Georgia  
Leyendekkers, and Richard Manning

**Design and Layout:**  
Arya Wibi, Belle Price

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### **Learning Consortium**

*Made up of 22 members, the Learning Consortium was established in February 2021 with the aim to strengthen mutual learning to change attitudes, create policies and transform culture to end violence against women and girls in Timor-Leste. Through exchanges, reflections and peer-learning, the Consortium has organized trainings, workshops, exposure visits (via Zoom), mentorships, and have produced manuals on key themes and best practices. The Consortium is supported by UN Women Spotlight Initiative*

### **Members**

*Prevention: Hametin Demokrasia no Igualidade (HDI); Movimento Feto Foinsae Timor-Leste (MOFFE); Mane Ho Visaun Foun (MHVF); Seloi Horticultura Produsaun; Rural Youth Action (RYA); Fundasaun Moris Foun (FMF); Institutu Mata-Dalan Integradu (IMI); Organizasaun Haburas Moris (OHM). Advocacy: Hametin Asaun Dezenvolvimentu no Ekonomia Rural (HADEER); Raes Hadomi Timor Oan (RHTO); Asosiasaun Unidade Feto ba Dezenvolvimentu (AUFD). Research &amp; Documentation: Asia Justice and Rights (AJAR); Asosiasaun Chega! Ba Ita (ACBI); Coalition on Diversity and Action (CODIVA); NGO Forum Timor-Leste (FONGTiL). Victim Support: Forum Komunikasaun Ba Feto Timor Lorosa'e (FOKUPERS); Psychosocial Recovery and Development in East Timor (PRADET); Knua Haberan Comunidade (KHC); Asistensia Legal ba Feto no Labarik (ALFeLa); Centro Comunidade Covalima (CCC); Fundasaun Uma Pas. Rede Feto joined after the workshop.*

We need to convince  
people that violence isn't  
a natural response – it's  
not an in-built problem we  
can't overcome.

**-ALFeLa**

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# Introduction

## Background

The context of a post-conflict society needs to frame attempts to mitigate violence against women and girls (VAWG). For Timor-Leste, it involves understanding the cycles of conflict in its complicated history. Decades of crimes committed against the country's small population have meant that few, if any, families are unaffected by violence.

East Timorese lived under centuries of Portuguese colonial administration until global events propelled them into World War II. Japanese troops conquered the island in 1942, ruthlessly forcing many people into slavery for their war effort. After Japan's defeat in 1945, Portugal's rule continued, finally ending in April 1974. The nation declared its independence on 28 November, 1975, but only after months of civil war as Timorese political parties fought to fill the power vacuum. The conflict killed and displaced thousands of people. However, the rival parties faced a far greater threat on 7 December, 1975, as the invading Indonesian army took control for the next 24 years. The military occupation was remorseless – it is estimated that up to 180,000 people died. There were famines, massacres, sexual violence, torture of prisoners and widespread political repression. Although Indonesian forces and their local proxies committed most of the atrocities, the Timorese armed resistance also carried out war crimes.<sup>1</sup>

In 1999 the United Nation-managed Popular Consultation resulted in 78.5% of Timorese voting for self-determination. It marked the end of Indonesian rule, but only after nine months of systematic violence and destruction led to the intervention of

international peacekeepers. Truth-seeking bodies concluded that Indonesian forces and their pro-autonomy local militias orchestrated the violence and displacement of about half the population. The establishment of a transitional government headed by the United Nations enabled the resumption of independence on 20 May, 2002.

While independence saw a significant reduction in political violence, there was conflict between Timorese security forces in 2006, requiring the return of international peacekeepers. On 11 February, 2008, the then President José Ramos-Horta was gravely wounded by an ex-military rebel leader. The subsequent joint police and military response was re-enacted in 2015 when the government accused political dissidents of criminal activity.

## Progress since independence?

In 2005, Timor-Leste's Reception, Truth and Reconciliation Commission (CAVR) released its findings in a final report – *Chega!*. The Commission examined the scope and impact of gross human rights violations from 1975 to 1999 and took almost 8,000 statements (about 1% of the population, 21.4 % were from women). The Commission found that “the statements reporting incidents of sexual violence depicted an overwhelming picture of impunity for sexual abuse.” Timorese women were the main victims of sexual violence, with Indonesian security forces committing 93% of the crimes, including rape, the most common violation, sexual torture and sexual slavery, where Indonesian military ‘kept’ women as sexual property. Women also experienced discrimination and exclusion from their

1. *Transitional Justice: Timor-Leste Case Study*, AJAR and Transitional Justice Asia Network, 2016.

communities as survivors of sexual violence are stigmatised.<sup>2</sup>

The legacy of violence against women continued through the first decade of independence. In 2009 a report for the Committee on the Elimination of Discrimination against Women (CEDAW) highlighted concerns about “the prevalence of various forms of violence against women, in particular sexual violence and domestic violence”. It noted there was insufficient data on the extent of the problem. Timor-Leste’s Parliament approved the Law against Domestic Violence No. 7/2010 (LADV) in 2010, and 2012 saw the publication of the National Action Plan on Gender-Based Violence. However, research confirmed that VAWG continued to be a country-wide problem. The 2014 CEDAW report revealed that despite the LADV, domestic violence was “the most common form of gender-based violence” and prevented women from active participation in rebuilding and developing the country.<sup>3</sup>

It was only in 2016, with the *Nabilan* program’s baseline study, that there was systematic data collection on VAWG. Most survey respondents wanted to share their experiences, often for the first time, and the results were confronting:

- 59% of women had experienced intimate-partner violence over their lifetime – 47% had experienced violence in the previous 12 months.
- 81% of women experiencing violence described it as frequent and 77% said it was severe.
- 51% of women between 15 and 19 reported intimate-partner violence in the previous 12 months.
- 14% of women had suffered non-partner rape and most knew the perpetrator.

The *Nabilan* study’s first recommendation was the need to “challenge social norms related to the acceptability of violence against women and the subordination of women in intimate relationships and the family/household.”<sup>4</sup>

A year later the Government of Timor-Leste (GoTL) released the National Action Plan on Gender-Based Violence 2017–2021, which described violence against women as “a multifaceted, complex issue and efforts to prevent and combat this issue require a comprehensive approach.”<sup>5</sup>

## Learning for Transformation

In 2021 the UN Women’s Spotlight Initiative supported AJAR and its partners ACBIt and FONGTiL to facilitate a twelve-month ‘learning by doing’ program to strengthen transformative approaches to end VAWG. It is almost two decades since the restoration of independence in Timor-Leste, and violence against women and girls remains entrenched in society, a fact confirmed by GoTL data. Understanding the country’s history of gender-based violence, especially severe during the Indonesian occupation, is a key component to finding solutions to transform society.

“The ‘learning by doing’ project focuses on seven municipalities”—Aileu, Baucau, Bobonaro, Covalima, Ermera, Liquica and

2. ‘Chega! The Report of the Commission of Reception, Truth and Reconciliation. Executive Summary’, CAVR, 2005.

3. ‘Concluding Observations of the Committee on the Elimination of Discrimination against Women Timor-Leste’, CEDAW, 2009; ‘Consideration of Reports Submitted by States Parties ... Timor-Leste’, CEDAW, 2014.

4. ‘Understanding Violence against Women and Children in Timor-Leste: Findings from the Nabilan Baseline Study’, The Asia Foundation, 2016.

5. National Action Plan on Gender-Based Violence 2017–2021, GoTL, 2017.

Viqueque – from which the three partners selected civil society organisations (CSOs) and community-based organisations (CBOs) to join the project.<sup>6</sup> It has four core elements.

1. Establish a learning consortium to develop peer skills acquisition. It involves:
  - a reflection workshop;
  - courses and virtual exposure;
  - a participatory monitoring, evaluation and learning plan.
2. Create a knowledge facility to:
  - produce contextualised information, in the form of manuals, case studies, short videos, and so on;
  - conduct in-house training for members of the learning consortium, including the areas of financial management, fundraising, organisational development, and M&E;
  - deliver training on participatory action research and social transformation.
3. Using their newly acquired skills and approaches, the consortium members will develop and apply learning innovations. This may involve new approaches to training, research and studies, campaigns, community-based activities, and so on.
4. The consortium members will create suku (village)-level pilot projects in seven municipalities, and there will be awards for the best village-level innovations and case studies.

The 10 national-level and 11 municipal-level CSOs from the 7 municipalities came together for the first time during the reflection workshop, which culminated in the launch of the learning consortium. The organisations represent the LGBTQI+ community, people

with disabilities, men and boys, youth, and female survivors of sexual/gender-based violence. By working to strengthen transformative approaches to end violence, the consortium aims to increase the skills of CSOs, and strengthen their networks by allowing greater cooperation and advocacy, especially on reducing VAWG.

The report presents the methods and results of the four-day reflection workshop, Learning Together for Transformation.

“

*My hope for the learning consortium is that we are a team that remains solid going forward, even though this project is just one year.*

*Mane Ho Vizaun Foun, Dili*

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6. Please see Annex 1 for the selection process and a brief description of each organisation.

# 01

## Getting to Know Each Other

### **Exchanging plants**

After framing the workshop's purpose and approach, AJAR and ACBIt facilitators assisted the 37 participants – 22 women and 15 men – to interact as a group for the first time. The participants introduced themselves, their organisations, and the activities and methods they used to reduce violence against women and girls.

The participants, seated in a large circle, spoke in turn about where and how their organisations worked. Those at national level, such as ALFeLa (women's legal aid) and FOKUPERS (women's advocacy), have considerable experience in working with women and violence, whereas other groups – CODIVA (advocating for the LGBTQI community) and RHTO (representing people with disabilities) – have only started campaigning on the issue more recently. Organisations outside Dili presented a range of experience, from Fundasaun Uma Pas (supporting female victims through a shelter) to IMI from Ermera (established to develop youth agricultural skills), a newcomer to violence reduction. Facilitators grouped the organisations into four categories: prevention, advocacy, victim support including legal aid, and research and documentation.

An innovation to the introduction session was for participants to explain why their organisation chose the plants they were tasked to bring. Staff from RHTO said: "This

is the first time we've come to training where we had to bring a plant. I really like this idea as its symbolic importance has become clearer as we share our ideas." The plants ranged from purslane and hibiscus, bamboo and salak palm, to fruit trees, such as orange, mango and avocado, and bigger trees like mahogany and banyan. CODIVA selected bamboo, referring to the stems growing in a clump "to respect each other as people". RHTO brought a betel plant as the "fruit we chew with betel leaves together", emphasising their communal working approach. Several organisations brought mahogany or palm trees to create shade, coolness and a safe collective space. Other organisations described their plants' symbolism:



*The orange tree – when it fruits everyone can eat: the fruit is like knowledge we can share with others.*

KHC, Viqueque



*The palm tree – it is a tree that has a lot of leaves: we here are different organisations from the same trunk.*

HADER, Bobonaro



*The salak palm – it represents an organisation: the building process is really difficult, but then the organisation makes a positive contribution.*

Fundasaun Uma Pas, Baucau



# 02

## Understanding the Problem: Forms and Causes of VAWG

### *The tree concept and a results overview*

The first discussion focused on the extent of violence against women and girls in Timor-Leste. The facilitator outlined the activity's two main discussions. The first was to list the different forms of violence women and girls encounter – from the past to the present – and discrimination they may face.

The participants divided into five groups. The groups received different coloured blank cards in the shape of flowers or leaves to place later on a large picture of a tree at the front of the room. The interaction within the groups was sustained and engaged, so much so that the facilitator asked the groups several times to conclude their discussions. Each group's

spokesperson presented their results, written on the coloured flowers and leaves. (See Figure 1 on p. 6 for the groups' contributions) The facilitator explained that each point the groups raised made up the tree's foliage – one leaf/flower at a time.

For the session's second discussion, the facilitator asked the participants to reflect on the causes, or the roots, of violence and the other problems they had listed. During the break, the AJAR and ACBlt facilitators had collected the coloured cards, placing half of them on the branches and the rest around the tree. The facilitator asked which of the cards around the tree showed the causes of the problems presented on the branches.

The discussions were in three groups, based on the following questions:

1. What is the cause of the problem?  
What conditions aggravate or prolong the problem?
2. Is there a government culture/policy, or a legacy of violence at the root of the problem?
3. Is there discrimination and where has it happened? Why is it still happening?
4. What is the stakeholder response?  
Which actor is responsible?
5. Is there a law enforcement process?  
Are services available to assist and protect victims of violence?
6. Is there impunity for perpetrators in VAWG cases?

After a long period of intense debate, the groups' spokespersons shared ideas listed in Table 1.

Identifying the Causes of VAWG		
Group 1	Group 2	Group 3
Education system: inadequate as it isn't tolerant/inclusive; not quality based	Patriarchal culture	Political system: leaders' self-interest; failure to implement laws to bring change; poor/no socialisation of laws
Patriarchal system: gives privilege to men; they abuse their power	Women lack access to information: leads to no/low participation; few opportunities	Men abuse alcohol: it affects their behaviour, judgement; adds to the problems
Inequalities in households and communities	Unequal rights: women don't realise their rights are fewer than men's	Poor communication within the family

Table 1: Causes of VAWG in Timor-Leste as identified per group

- Women's work is double men's work.
- Men have affairs while with their life partners.
- Women abandon babies.
- Women talk negatively about each other.
- Women and men beat children.
- Women who have abortions are stigmatised.
- Women are threatened by men.
- Women suffer trauma and run away from home.
- Women in the community have hanged themselves.
- There is no separation between male and female in toilet use.
- There is poor communication in the household.
- The justice process is too slow.
- Girls don't go to school.

- The patriarchal system dominates.
- Men abandon their partners and children.
- Women pinch each other and pull each other's hair.
- Women's work isn't appreciated or respected.
- Women are defamed and gossiped about.
- They're not considered or listened to.
- They're beaten and kicked, and suffer sexual abuse.
- They're grabbed by the throat and strangled.
- Women suffer economically when their partners drink and gamble the household's money.
- Women are not recognised when they complain about their partners' behaviour.
- Women have depression but can't access support services.

- Women are silent and ashamed.
- Women are shouted at, not trusted; they grieve and they cry.
- Men commit sexual violence against women.
- Men destroy items in the household.
- Men set fire to women, cut them, their hair, their clothes, drag them around, kill them.
- Men dominate women and use force against them.
- Men still control women's movements and activities.
- Women are assaulted and become ashamed.
- Women and girls don't believe in themselves.

- Women have no space.
- Women are bound up.
- Women lose their lives, because someone has murdered them or they have committed suicide.
- They're excluded (from decision making, etc.).
- Girls have early pregnancies as they have no access to family planning.
- A husband thinks he has the right to find another partner if his wife can't have children.
- Women victims of violence are excluded by communities and society.
- When there is no clean water women and children have to walk for hours to fetch it.
- The roads are bad and houses are in poor condition.

- Society doesn't understand that women and girls have rights.
- Women and girls have fewer opportunities than men and boys.
- The application of the DV law is ineffective.
- The head of the household is always male.
- Women aren't considered as land owners.
- Women don't support each other enough, especially in the uma lisan (family group).
- The barlak (bride price) custom is problematic.
- The community says VAWG has always happened; it's accepted, normal.
- Judgement is usually against women – they are in the wrong.

*Figure 1: Group descriptions of VAWG in Timor-Leste*

**I really liked the activity with the tree – adding the problems with the leaves, flowers and later, the roots, gave us all the chance to share our opinions.**

**ALFeLa, Dili**

After the presentations, a heated discussion began on the Law against Domestic Violence (LADV). ALFeLa staff stated that it had been over ten years since the law was introduced, but it was yet to be effectively implemented. Another participant asked: “who benefits from this law when the people responsible for its implementation are actually some of the perpetrators?” ALFeLa queried: “why is there no protection for witnesses in cases of domestic violence to enable the prosecution of perpetrators?” Someone asked why the government had not consulted with community groups about public health measures to reduce the transmission of COVID-19 – the measures have led to a rise in domestic violence cases.<sup>7</sup> The last contributor summarised the session’s mood:

**“It’s clear we can’t wait for other people to invite us to work on the problem. We need to take the initiative and do it ourselves otherwise we will never see change. VAWG is our shared problem.**

*Fundasaun Uma Pas, Baucau*

## **Global context**

The last session of the day was a virtual presentation contextualising VAWG, in Timor-Leste and globally. The material highlighted CAVR’s findings on sexual violence and the related *Chega!* report’s recommendations.<sup>8</sup> The presentation considered the global response to VAWG, particularly as recent research from UN



*Photo 1: The tree concept – violence and its roots*

Women and the World Health Organization (WHO) reveals that one in three women has experienced physical and/or sexual violence in her lifetime. The presentation incorporated lessons and inspiration from organisations working globally, the Spotlight Initiative, applying the RESPECT strategies (see p. 13), and regionally based groups or countries that have managed to reduce VAWG.

The presentation concluded with the AJAR director providing further details of CAVR’s investigations into sexual and gender-based crimes. Timorese women were the main victims of sexual violence. They had more difficulty mitigating the impact of human rights violations, often falling into a spiral of victimisation and poverty. The concluding content brought the global back to the local as it highlighted the high prevalence of historical violence against Timorese women. One participant gave a pragmatic but positive summary:

**“It’s impossible to stop VAWG as it’s a global problem. But we can increase our skills to do what we can to reduce VAWG and make our work more effective. Slowly, month by month, year by year, we’ll have more people walking alongside us in our work.**

*Fundasaun Uma Pas, Baucau*

7. This is borne out by recent studies – ‘Women’s economic empowerment and the COVID-19 response in Timor-Leste: policy recommendation’, Rede Feto/UN Women, 2020.

8. Page 3 above referred to this aspect of CAVR’s final report.

# 03

## A Timor-Leste VAWG Timeline: Knowledge and Approaches

### **Past and present**

Day two's first session presented the task of mapping the past. The facilitator explained that learning from events – for example, Portuguese colonisation, Japanese troops invading in WWII, Indonesian occupation, UN administration, independence to the present – anchors efforts to eliminate VAWG in a historical context:

- What happened at each point in our history?
- What did we do to reduce VAWG? Who took what initiatives?
- What approach did they use? Was it effective and, if so, why?
- What are the resulting changes? What have we learnt?

The participants split into four groups, based on their organisation's category: 1) victim assistance; 2) advocacy; 3) violence prevention and; 4) research and documentation. Each group received yellow-coloured notes to write the events, and blue notes for the initiatives.<sup>9</sup>

Each group's spokesperson presented the results in front of a large board covered in flipchart paper. Once they had finished, the facilitator placed their yellow (event) and blue (initiative) notes in the relevant time column, as below

	1940–49	1970–79	1980–89	1990–99	2000–10	2011–21
Significant events						
Initiatives						
Skills learnt						

Table 2: Mapping framework

Events included Timorese women captured by Japanese troops (so-called 'comfort women') through to the Indonesian military campaign of mass starvation in the 1980s, 1989's Pope John Paul II visit, the Santa Cruz massacre, the 1999 UN-led independence vote and related atrocities, and the political crisis of 2006. Some of the initiatives were the 1994/5 Timorese student protests across Java, the establishment of FOKUPERS in 1997, UNTAET regulations, CAVR's work in 2004/5, LADV 2010, the referral network and the first PRIDE march in 2018.

9. Members by category can be found inside the cover page. Members by region and organisational description can be found on page 27-29.



Photo 2: Mapping violence in Timor-Leste

## Gap analysis

The facilitator prompted the participants to identify the gaps across the table/time line. For example, the section under 1980–89 for initiatives was empty: why, when during that period there were multiple human rights violations and historically significant events. Recent history had fewer yellow/events notes but many more blue initiatives. There were animated group debates on the following questions:

- What initiatives can your groups add to the earlier period?
- What did we do in reaction to these circumstances?
- If we did nothing, what were the consequences?
- What does a blank section on the table teach us?

Reporting discussions, most groups agreed that researching and recording past events were important contributions to



*The mapping was an important exercise to see the background to gender-based violence. CAVR has documented a lot of this already.*

FOKUPERS, Dili

understanding violence. Documentation was essential for the next generation's learning, especially in terms of listening to victims' experiences, identifying perpetrators and stopping the cycle of violence. It was necessary to respect the sacrifices of earlier generations and recognise their

achievements, to find witnesses to past violence and publish the results. The advocacy group was particularly eloquent in their reasoning:

*If we lose our history, we don't know where we've come from. How did we become an independent nation, based on what events? The younger generation commits violence but doesn't know why and what the basis is for this.*

The facilitator emphasised that these events resulted in freedom from occupation. “We need to understand that our experiences have led us to where we are now. We are the product of our experiences. Consider”:

- What do you hope for in your current roles?
- What inspires you?
- What have your experiences taught you?
- What does the past teach us?

The groups shared similar sentiments, encapsulated by the research group:

*We must respect the dignity of victims. Our elders fought for independence to inspire us in our fight for human rights and other important campaigns: they saw injustice and fought against it.*

The facilitator directed participants to analyse the gaps in the anti-violence movement.

- What in our work to mitigate VAWG is still weak?
- What are the consequences? For example, we have LADV 2010, but why do men still beat women?
- What are we missing? What do we still need to do to strengthen our work into the future?

The session’s last group feedback is summarised in Table 3.

Victim Support	Research	Prevention	Advocacy
Too few decision makers have gender awareness	GoTL has yet to implement Chega! recommendations	Political system is an obstacle for change	Violence has an economic impact – it increases poverty
Weak legal system, no respect for the rule of law	Insufficient data collection & storage on violence –e.g. access to a database	GoTL doesn't prioritise reducing VAWG or preventing GBV	There's often no follow up after programming ends
LADV is missing articles on witness protection	Donors' priorities don't reflect the reality in TL	COVID-19 has stopped a lot of anti-violence work at a time when communities are more vulnerable	CSOs/CBOs need a lot of skill building to ensure their work is effective –e.g. strategic planning
Rehabilitation centres needed for victims, esp. for psychological support	Fundraising limitations to carry out our work	Hard to get further donor investment after programming ends	Socialisation of laws isn't inclusive
No legal access for people with poor mental health	HR CSOs/CBOs exist but coordination with donors is limited	Reducing VAWG needs to be in the education curriculum	No clear separation between customary law & the legal system
No separation between witnesses & perpetrators in police stations		Not enough people know about global efforts to reduce VAWG	Economic impact of COVID-19 control measures leaves women more vulnerable
Weak laws for marriage & adoption		CSOs/CBOs lack resources	There are too few examples of success stories
Laws are in Portuguese, excluding vulnerable people		GoTL's system is too bureaucratic	There are too few examples of success stories

Table 3: Gap analysis per group

# 04

## Sharing Our Experience, Identifying Our Learning Needs

### ***Strength and knowledge***

The session tasked the organisations with sharing ideas in their target groups – victim assistance, advocacy, violence prevention, and research and documentation – based on two questions:

- What can we do to strengthen our organisation's approach?
- What knowledge products do we need to create?

Victim Support	Research	Prevention	Advocacy
Evaluation of LADV & Penal Code: not relevant to current needs –e.g. no provision for incest	Involve conflict survivors in research & public speaking to share their experiences	Get priests to include EVAWG in pre-marriage Church instruction	People with disabilities need a VAWG focal point
Summarise & share the submission on incest	Involve Ministries of Ed & Justice in research	Assess young people's attitudes & behaviour	Create a VAWG advocacy network for LGBTQI & disabled communities
Advocacy for victims' rights has no concrete results/ follow up	Incorporate TL's history into the education curriculum	Visit households, promote community learning	People with disabilities in communities need closer monitoring
All new MPs need induction on VAWG	Share research effectively via social media	Youth mentors for children to discuss DV in sukus	Use the media effectively for LGBTQI & disabled communities & info on them
Widen the referral network	Create accessible victim-centred info for communities		Place secure boxes in suku offices to allow anonymous VAWG reporting
Establish a database to centralise information	Improve systems to share research		Arrange forums with LGBTQI & disabled communities on VAWG & needs
Role of the media is ineffective on VAWG	Make knowledge activities inclusive –e.g. people with disabilities, LGBTQI		CSO/CBOs must present work plans to local authorities

Table 4: Approach strengthening per group

The facilitator asked the groups how their ideas to strengthen work reducing violence intersected with the strategies developed by WHO, UN Women and partners:

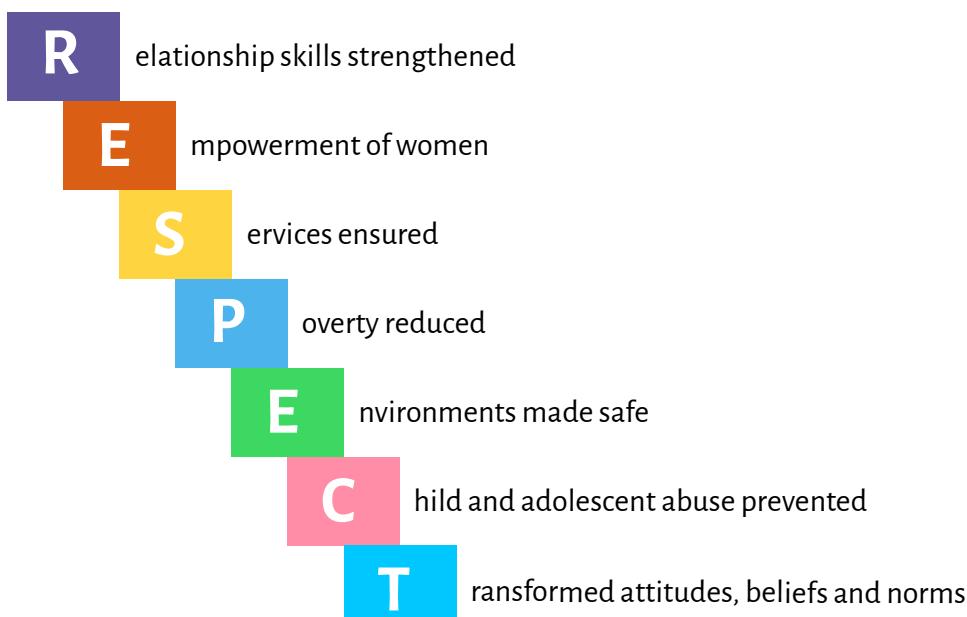


Figure 2: UN RESPECT strategies

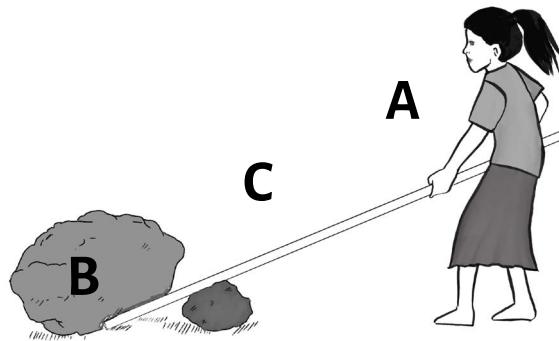
Suggestions from the groups on knowledge products were similar: advocacy, prevention and victim support organisations agreed on manuals to explain domestic/gender-based violence for teachers, community leaders/local authorities, and for there to be a central database. Research and prevention groups decided joint reports on GBV were needed. All groups said it was essential for there to be better, more accessible media-friendly material available for public education. Other ideas were a video on survivors of past conflict, a film modelling positive behaviour towards women and girls, friendship games, a music event and a televised debate on VAWG.

The facilitator began by asking two questions and compiled the answers on a flipchart:

What are our movement's successful elements?	What sort of strength or energy do we need?
Communities know that violence is bad.	CSOs need support from PNTL & local authorities.
Victims are brave to present their cases.	The referral network is weak at national level (MSSI, etc.).
A referral network exists & grass-roots members support each other well.	CSOs need to improve their collective action to overcome obstacles.
	CSOs need support from institutions & religious bodies.
	Local authorities should understand/apply the penal code effectively.
	Collaboration & understanding between CSOs & judicial entities are needed to assist victims & combat violence.

Table 5: CSOs' success and strength required

The facilitator asked “what do we have and what can we share?” and then introduced the lever principle (figure below):



**A** is the organisation's effort or work

**B** is the load, the task or focus

**C** the fulcrum, is knowledge or skills

“What can we use to strengthen us to lift heavier loads more effectively?” The facilitator reminded everyone that ‘heavy loads’ at national level were not the same as those CSOs manage at community level. The discussion groups were divided into national and municipal-based organisations (see Figure 3 for the feedback per working level/region) and each presented their ideas.

As FMF from Liquica and CCC from Covalima had been grouped with the national organisations, each representative provided separate feedback (Table 6 on page 18).

<b>ERMERA (2nd largest population after Dili)</b> <ul style="list-style-type: none"> <li>• Low VAWG knowledge of youth; early marriage</li> <li>• Barlak system disadvantages women in new families</li> <li>• Low GBV understanding of local authorities, esp. LADV</li> <li>• SEII has few programs &amp; low results at municipal level</li> <li>• CSOs need consistency in collaboration &amp; stronger coms</li> <li>• CSOs need program &amp; activity evaluation</li> <li>• CSOs need skills in organisational development &amp; planning</li> </ul>	<b>BAUCAU</b> <ul style="list-style-type: none"> <li>• Low work capacity of local authorities; interest is only money</li> <li>• No community recognition of CSOs' work; belief only in MSSI</li> <li>• Poor communication between CSOs</li> <li>• No transport to reach remote communities</li> <li>• MSSI isn't inclusive; no contact with CSOs for disabled people</li> <li>• Need a gender focal point to help victims more quickly</li> <li>• Limited funding to run programs</li> <li>• CSOs require training in: organisation strengthening, counselling/ trauma management, advocacy</li> </ul>
<b>AILEU</b> <ul style="list-style-type: none"> <li>• Active youth gangs lead to poor youth participation</li> <li>• Young women &amp; girls work hard in fields &amp; households</li> <li>• Low GoTL cooperation on EVAWG at municipal level</li> <li>• Low resources/ donor funds for EVAWG activities</li> <li>• Disempowered women; no decision making in families</li> <li>• Strong referral network with PNTL/VPU, Church unity</li> <li>• CSOs need skills in developing campaigns &amp; legal knowledge</li> </ul>	<b>VIQUEQUE</b> <ul style="list-style-type: none"> <li>• Patriarchal system &amp; the attitudes it reinforces</li> <li>• Local authorities lack knowledge of &amp; interest in gender</li> <li>• CSOs need more men involved in EVAWG</li> <li>• CSOs need to share VAWG info via radio &amp; social media</li> <li>• CSOs need to link with the Church in training youth</li> <li>• Referral network is weak &amp; ineffective</li> <li>• CSOs need M&amp;E skills &amp; other training</li> </ul>

NATIONAL	BOBONARO
<ul style="list-style-type: none"> <li>• Difficulty transforming attitudes</li> <li>• Slow judicial process &amp; victims lose confidence; economic impact on women &amp; children (childcare)</li> <li>• Women struggle when presenting cases without family support</li> <li>• GoTL is patriarchal; too few women in upper level decision making</li> <li>• Political change/instability is difficult for advocacy</li> <li>• CSOs need women's reps to work with GoTL</li> <li>• Leaders lack understanding of GBV issues</li> <li>• National GBV Plan isn't being implemented or targets monitored</li> <li>• Little monitoring of law application for effectiveness</li> <li>• CSOs replicate work, showing poor coordination</li> <li>• CSOs lack skills in: advocacy, leadership, data collection/ research, analysis, laws, counselling/ psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Low VAWG understanding of local authorities; little trust</li> <li>• Ineffective referral network, lacking: funds, skills &amp; logistics</li> <li>• Older daughter often replaces mother's roles on her death; she's vulnerable &amp; misses out on her education</li> <li>• VAWG perpetrators in local leadership have impunity</li> <li>• Lack of will from implementing institutions (MSSI, etc.)</li> <li>• Poor cooperation between local authorities &amp; admin posts</li> <li>• Too many community voices against EVAWG; strong cultural resistance – it's 'foreign'</li> <li>• Women don't support each other</li> <li>• Barlaké for an educated woman is often higher than her mother's, creating family tension &amp; disempowerment</li> </ul>

Figure 3: CSOs' experiences per region

FMF (Liquica)	CCC (Covalima)
PNTL registered 196 cases of VAWG & incest in 2020.	CCC is connected to the referral network so has no significant problems.
Entrenched patriarchal beliefs in Liquica.	Supported well by national CSOs.
Strong & unmanageable youth gangs.	Community doesn't share clear or complete info with CCC.
INGOs work in Liquica but FMF has no link with/ support from them.	Cases of sexual violations are difficult for victims to raise
COVID-19 has impacted our work & community.	Paternity cases are common with men abandoning women & not taking responsibility for children.
Effective referral network & links with advocacy CSOs	
FMF's skill needs are as per national CSOs (Figure 3).	

Table 6: CSOs' experiences from Liquica and Covalima

The facilitator gave participants a chance to raise concerns encountered in their work. The first was cases of infanticide, particularly in Ermera and Aileu, linked to a rise in female suicide (notably by hanging). One participant provided possible circumstances but stressed the need for gender-sensitive research. Some female students from outside Dili, living in shared accommodation in the capital, are reported to have had unplanned pregnancies. They are too frightened to return home,

lack support and make life-threatening and desperate decisions on their own. There has been significant but unprofessional media coverage after new-borns were found in Dili.

A second topic was that universities are not safe places for female students. FOKUPERS research showed young women reporting sexual harassment, including being touched inappropriately, being asked by male lecturers to meet them off-campus for extra

'tuition', resulting in sexual assault, and clear abuses of power against female students in the lecturers' role overseeing the research dissertation required to graduate. FOKUPERS also received information about young nuns too frightened to talk about incidents of sexual assault, as the perpetrators were priests.

ALFeLa presented information about the high rates of polygamy in Covalima, which also has a significant number of GBV cases. FONGTiL referred to a Maliana case of sexual abuse where the young woman with a disability was unable to speak for herself. Another young girl, still at primary school, was raped and she became pregnant. The session ended with an emphasis on the importance of increasing skills in talking to vulnerable people. The facilitator asked participants to reflect on the ways in which VAWG is discussed in the community; to think about how to raise the topic in the public arena, talk about the issue with the media and build partnerships for action.



*...Many victims begin by hiding the truth about their real situation. ... It's not just about creating trust with women to help them go through the process of prosecution: it's also about explaining to their menfolk what they have done (to the women) and the consequences of their actions.*

*Fundasaun Uma Pas, Baucau*

## M&E session

The last session of the workshop involved participants conducting an analysis of their training needs. They completed a form (Annex 2 – per organisation), choosing the top five skills they as individuals and/or their organisations wanted to develop. The learning plan includes initiatives in two key areas: 1) knowledge and skills in reducing VAWG (including trauma counselling and social media strategy) and; 2) organisational strengthening, with training in M&E, strategic planning, financial management, fundraising, etc.

The top five priorities, with all but three organisations choosing the first, were: 1) organisational development; 2) empowering women; 3) fundraising; 4) M&E and; 5) advocacy.<sup>10</sup> The six months following the workshop was to involve an assessment of the current approaches to identify the strengths and weaknesses in the member organisations, and highlight the existing shortcomings. Each CSO would then have a learning plan to cover the key priorities.

To close the session, there was a brief introduction to Monitoring Evaluation Reporting Learning Action, presenting terms, such as log-frame, baseline, indicator, input, data, frequency, output and outcome, and three simple programming questions: 1) What have you done? 2) What have you found? 3) What is the effect/impact? The facilitator gave a short example of donor reporting requirements and the session finished.

<sup>10</sup>. Please see Annex 2 for the full list of training.

# 05

## Agreement on How to Nurture Our Learning Space

### **Declaration**

To conclude the workshop, the directors of all 21 organisations attended a formal ceremony observed by the European Union Ambassador to Timor-Leste and Timor-Leste's Head of Office for UN Women. The text of the declaration the 21 directors signed is:

*Based on the results of the reflection process that took place over three days from Tuesday to Thursday, 9–11 February, 2021, we from civil society organisations, which work directly or indirectly to combat violence against women and girls at the national level (Dili), and in the municipalities of Aileu, Baucau, Bobonaro, Covalima, Ermera, Liquica and Viqueque, have identified that gaps, weaknesses and many deficiencies exist in our work and struggle. Therefore, with the opportunity for assistance from the Spotlight Initiative and the European Union through UN Women, we strongly wish to make use of support from this program to increase, strengthen and develop our capacity, for our abilities to run programs and for healthy sustainable organisations.*

*Therefore, we, from 21 civil society organisations, are delighted to join together through a platform called a Learning Consortium for 2021 to participate in:*

- a. *Planned activities to learn together to increase our human resource and organisational capacity*
- b. *Implementing some innovations within the scope of each of our organisations*
- c. *Introducing these acquired innovations at the suku level through the PNDS mechanism*

*We all are ready to collaborate effectively and responsibly in relation to the finances available, and follow the regulations established by the project with the intention to strengthen the capacity of our organisations, and sustainably fight to eliminate violence against women and girls in Timor-Leste.*

*We freely wish to make this declaration,*

*12 February, 2021*

The NGOs were grouped under the subheadings of either national or municipal CSOs.



*Photo 3: Day 4 – the Learning Consortium*

06

## Closing: Sharing Our Hopes

The plants featured in the closing session. It brought the participants together in an act of sharing, after a chance to give their reactions to the four-day workshop. There were a variety of positive comments.

Reflecting on the content:

**ALFeLa:** *We've not been bored as we've learned so many new things. Sometimes when I go to legal training, I get very tired!*

**FONGTiL:** *The mapping exercise was really helpful: I was born in the 90s and didn't understand the context.*

Appreciating the network:

**Fundasaun Uma Pas:** *When we come to Dili again we now feel that we have partners to work with. The Consortium will help us to help each other.*

**OHM:** *It's been such a good chance for us to share our voice from Bobonaro. It's a process where we've discovered ourselves.*

**AUFD:** *Now we have a mission that has made us stronger by forming a wider community with the same*

aims to help our women and girls.

The participants gathered around the plants encircled by words on coloured cards. The facilitator asked them to take their plant and choose an adjective that best described how they felt (–e.g. happy, energised, reflective, etc.). To begin, the ACBI facilitator gave her plant to FOKUPERS, with a brief reason for her choice using the word she had selected. The FOKUPERS representative followed the example. The sincere messages accompanying the plant gifts showed the successful relationship building over the four days:

**Fundasaun Uma Pas gave a palm tree to IMI:** *Ermera has a lot of problems and still doesn't have a place where the women and children are safe. The palm tree can give you shade – takes time to grow but it's worth the wait.*

**CODIVA's bamboo went to AJAR:** *There needs to be balance (equality) between women and men in work, life, decision making and other aspects for a better future.*

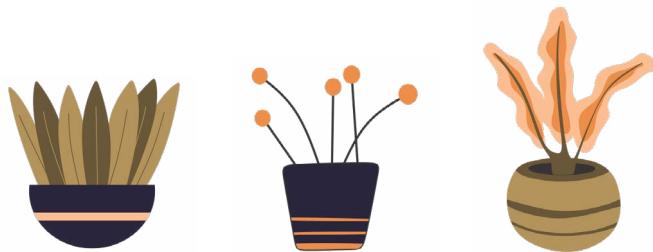
**FONGTiL gifted palm tree to Mane ho Vizaun Foun:** *Our big hope is that Mane ho Visaun Foun doesn't surrender in the fight for women's rights.*

**KHC presented an orange tree to RYA:** *Accept this seedling to plant in your municipality and, when it has fruit, share them with young people there.*

In response to the artist who had been documenting the workshop each day:

**HDI:** *We usually just have a report, but the pictures are much better to see what we've achieved.*

**PRADET:** *I think the art work is excellent – it should be incorporated into the school curriculum.*



# Evaluation

## Participants

The workshop's M&E process involved 26 participants completing a pre-test, to establish a learning baseline on their VAWG knowledge, measured against the same test, which 24 people filled out on day four.<sup>11</sup> The tests showed that a significant majority brought reasonable understanding to the workshop, with only a few questions showing a marked change at post-testing. The most notable was the first: choosing from three definitions of violence against women. The post-test answers clearly demonstrated that most understood violence “2. is a way to control women” whereas the pre-test responses split evenly across the three answers (1. is an effective way to correct bad behaviour; 3. only exists in some countries). Other important results were that participants increased their understanding of the way violence affects people living with disability and improved their knowledge of the LGBTQI+ community.

There was some pre/post-test variation in responses listing the causes of violence, indicating that discussion during the workshop's tree activity had made an impression. There was less emphasis on economic factors exacerbating violence: instead, inequality and discrimination, poor community understanding of VAWG, and culture became the ‘patriarchal system’ throughout. The second question – how community-level actions can reduce VAWG – was not well understood with many instead answering what. Many of the post-test answers repeatedly included the word ‘socialisation’, a buzz word of the workshop.

Participants also completed a simple

workshop evaluation form.<sup>12</sup> In rating the content, methods, facilitators and logistics, most participants scored each at either very good (7–8) or excellent (9–10). The content most people appreciated was the historical mapping/timeline exercise, and the opportunity to work in groups and share their experiences. Suggestions for further training were for more organisations to participate, particularly those in rural communities. Most comments about the workshop requested more of the same, more often, for more representatives per organisation, describing the process as “inspiring”, “extremely helpful” and that they were “happy to learn from new friends and hear their wonderful experiences”. And a final reflection:

*Each participant brought a young plant to share that was a reminder of the spirit of past activism.*

There were suggestions during day two's morning feedback. ALFeLa staff said: “It would be good if we can limit the time people talk, to give everyone a chance to speak.” Facilitators had made the same observation: from day two there was a timekeeper for all activities. The recommendation from RHTO: “I'd like to suggest that organisers next time look for a venue that has toilets with disability access.”

## Core partners

The core partners assessed the workshop's daily process. The post-day one evaluation involved: a) trying to reduce plastic waste – logistics bought everyone a reusable ‘canteen’ to fill from a water gallon; b) improving time management and; c) adding participant feedback to start the day.

The day two evaluation focused on facilitation techniques – how to ask a question to encourage a response; maintaining group control, and; ensuring everyone has a chance

11. Please see Annex 2 for the full list of training.

12. Please see Annex 4 for the questions and a summary of responses.

to speak, instead of one or two dominating. The AJAR director's assessment: "this is as much for us to improve our delivery as it is for the participants to learn from our process." The director reiterated the same point to participants on closing the workshop: "Our Consortium is to help us all succeed. We all learn from this process."

At the formal workshop evaluation meeting the partners addressed a series of questions:

- What worked well enough to be included in future workshops? What can we improve?
- Were all the participants involved?
- What did people have difficulty understanding?
- Did any sessions run out of time? Why?
- What from the workshop requires follow up?

The ACBI director thought they needed better preparation and guidance for the more complex activities such as the tree concept. Coordination between facilitators was sometimes lacking with lapses in communication, particularly as not all had experience. Her main concern was that some participants were new to VAWG and several activities assumed knowledge that not everyone had.

The FONGTiL coordinator referred to the initial lack of timekeeping and how to encourage quieter participants to speak while others dominated. The original workshop plan was for one representative per NGO; however, six organisations had two people, as participants had noted to her. Several of the complex activities would have benefited from being broken into more manageable stages, both for facilitators and participants.

The AJAR program manager said the activity schedule was ambitious for the timeframe, so time management and effective task sharing/delegation of roles were essential.

Facilitators needed to emphasise the start time each morning and not wait for latecomers. She stressed the need for a workshop manual for all facilitators ahead of time with clear steps to guide preparation. The AJAR director added that the workshop content needed to match the group's abilities – there was an unequal level of knowledge between the national and the municipal-level organisations, especially with the M&E session.

All agreed that the facilities were poor for people with disabilities – there was no wheelchair access to the workshop venue and the toilet was inadequate. Developing a workshop manual was a priority as was documenting the discussion results and sharing them with consortium members. The next stage was to compile a training agenda. Despite the partners' reservations, the participants obviously appreciated the opportunities the workshop provided. Overall, the greatest achievements were enabling organisations to meet, learn together, discuss the content, share experiences and reinforce their connections.



*Sometimes it seems like we're working on our own ... but when we come together like this, we can see we're part of a group that is working in the same area.*

*Fundasaun Uma Pas, Baucau*

# Analysis and Challenges

## Summary

The workshop discussions presented a snapshot of how the CSOs and CBOs were functioning in their attempts to reduce VAWC within their communities. The forum enabled local voices to share a cross section of experiences, revealing the importance of local knowledge in programs.

Rural organisations encountered different barriers in their work to those of nationally focused NGOs. These included poor coordination with local authorities, limited transportation and lack of funding/resources. Overall, however, they faced common problems – difficulty transforming attitudes, infrequent effective application of the law and inadequate representation of women in government.

All the CSOs referred to a lack of GovTL initiative on and commitment to VAWC, showing that a similar training platform would benefit GovTL bodies/institutions. There was also consensus that community and GovTL at all levels have limited understanding of VAWC, so cross-sectoral basic education programs are a priority.

The participants appreciated the chance to compare the work and contexts of municipal- and national-level CSOs. It reinforced the need to build on the motivation highlighted during the workshop by expanding individual and organisational skills and knowledge. The group expressed a high demand for more learning, with organisational development and empowering women being

the top two choices. Participants responded enthusiastically to the opportunity to learn from and engage with workshop materials and each other. Contextualising VAWC in Timor-Leste's history was an important step for many to reinforce the fact that there are numerous contributors to violence: it is inter-generational, cyclic and complex. The exercise reminded the members that they live and work in a fragile, post-conflict society where entrenched inequalities marginalise and discriminate against women. Such factors intensify a hundredfold for those in the LGBTQI+ community and for people living with disabilities, a notable new fact for many participants.

## Going forward

The core partners' most immediate challenge for program implementation was the COVID-19 pandemic. One month after the workshop, the Government of Timor-Leste introduced movement restrictions to reduce virus transmission in the municipalities of Dili, Baucau and Covalima as positive cases began steadily rising. It forced all training and development to go online, requiring a rapidly applied pivot that had to factor in poor internet and intermittent electricity supply across the country, and introduce the relevant technology to many Consortium members who had limited or no exposure to virtual learning.

That the workshop could take place, ahead of the Dili lock down, allowed participants and organisations to forge or strengthen bonds, even though face-to-face training would no longer be possible. Online training enabled the development of a new set of technical skills that would not otherwise have occurred. However, a significant concern is that the online format may affect the quality of learning and motivation across the training period, particularly with possible 'ZoomTM

fatigue'. The inevitable problem of virtual training is that it occurs in isolation from fellow learners and facilitators, significantly lessening the effectiveness of peer-learning. It is therefore crucial to have regular assessment of learning goals, incorporate virtual group activities into the training agenda and provide adequate support for participants to minimise program attrition.

The imbalance in knowledge on VAWG was apparent throughout the workshop, as the core partners recognised, with the division roughly along rural/urban lines. The range of capacities and experience between the member organisations – from large, well-resourced, nationally focused CSOs, with higher staff skills and knowledge to smaller groups with few facilities in regional towns where staff development is essential – could affect learning uptake and influence its application in the second half of the program, entitled 'learning by doing'. It is necessary to ensure that the adoption of technology in the learning process does not exacerbate existing inequalities and restrict access to information, particularly given that poorer infrastructure in rural areas results in unpredictable internet and electricity supply.

While Timor-Leste's closed municipal borders restrict normal operations, CBOs must find ways to work more collaboratively and strengthen the fragile networks in the VAWG movement. With the change in circumstances brought by the pandemic, localisation can sometimes be an advantage for partner organisations, to prompt growth in leadership and autonomy. However, efforts to reduce gender-based conflict are most effective as a coordinated response fostering social inclusion, so the danger is that pandemic-related impediments could erode the VAWG network's effectiveness and its modest achievements over the last ten years.

The Spotlight program is operating at a

time when VAWG is worsening. Research reveals that state-implemented public health measures have led to economic hardship, particularly for women, and a spike in domestic violence.<sup>13</sup> Described aptly as a 'shadow pandemic', the violence disproportionately affects women and girls but receives insufficient attention. Government authorities focus on the health and economic impacts; however, it is imperative to respond to the widespread psycho-social effects of the pandemic.

Although the current climate creates obstacles that AJAR and partners are forced to work around, the reasons why the Spotlight program exist are even more relevant. Timor-Leste, with its history of cyclic violence, the first independent nation of the new millennium, is more vulnerable to pandemic-related disruption, and it is her daughters who bear the greatest burden. Promoting gender equality and advancing women's empowerment are more than slogans – they are essential to violence reduction in communities across the country and have immediate impacts on women's lives.

“

*As we travel around the country with our work, we can see it's not just men who don't recognise VAWG is a problem – it's women as well. It's not just looking to support women's rights – it's about ensuring there's equality.*

*Fundasaun Uma Pas, Baucau*

13. "Violence against Women and Girls: Data Collection during COVID-19", UN Women, 17 April, 2020.

# Annex 1

## Selection and the Learning Consortium Members

### ***Selection Process***

There were 37 participants at the workshop – 22 women and 15 men – from 21 civil society organisations, including the core founding partners, AJAR, ACBIt and FONGTiL.

The initial approach to potential organisations in the seven municipalities – Aileu, Baucau, Bobonaro, Covalima, Ermera, Liquica and Viqueque, and those at the national level in Dili – involved phone contact to obtain an expression of interest. The range of organisations included both: a) those that had experience working on reducing VAWG, with a track record, organisational culture and practices, and; b) other groups new to the work, with connections to strategic sectors of the community, but may need assistance in setting up systems within their organisations.

The core partners travelled to meet and assess the organisations identified as willing to join the learning consortium. The partners interviewed staff from the CBOs on the general nature of violence experienced by women and girls, and the coordination mechanisms they employed to support women and girls or advocate on their behalf.

The partners used a guiding set of assessment

questions to obtain details about each organisation:

1. What is the local situation of violence against women and girls?
2. What is the process to resolve cases of violence? Are cases referred to the police or local authorities? What are the principal challenges?
3. Why does your organisation want to be involved? What will you do if you are part of the consortium?
4. In what community influencing or advocacy work has your organisation been involved?
5. What activities has your organisation conducted that relate to reducing violence against women and girls?
6. Do you have any reflections on the work your organisation has done? Were the activities successful? What do you think you can do to improve?
7. Do you have use of a computer/laptop and internet access at work?
8. Has your organisation had any training or support in relation to M&E, financial management, governance/organisational development, or fundraising?

## Learning Consortium Members

Here is a brief summary of each organisation and their work, grouped by municipality.

### Aileu

*Seloi Horticultura Produsaun*—trains young volunteers as agricultural extension workers and has a program that raises awareness to prevent sexual and physical violence towards young girls.

*Rural Youth Action (RYA)*—disseminates information on and campaigns about how to end domestic violence, and partnered with Plan International on the Safe-School Initiative for girls and students with disabilities.

### Baucau

*Asosiasaun Unidade Feto ba Dezenvolvimentu (AUFD)*—advocates against gender-based violence in Venilale, referring cases of violence to the police and supporting victims through the legal process.

*Fundasaun Uma Pas*—provides shelter and other assistance to female victims of violence, part of the ten-organisation referral system in Baucau. The organisation also welcomes people with disabilities to their shelter as a transit house.

### Bobonaro

*Hametin Asaun Dezenvolvimentu no Ekonomia Rural (HADER)*—began by providing education and supporting economic rural development but later targeted programs to the needs of women and girls.

*Organizasaun Haburas Moris (OHM)/FHM*—an International Women’s Development Agency partner since 2004, OHM fosters skills to enable women’s sustainable economic empowerment in the agriculture sector and promotes women’s

rights in the community.

*Centro Comunidade Covalima (CCC)*—a Melbourne-based Friends of Suai initiative set up in 2013, one of CCC’s priorities is increasing women’s economic and political capacity.

### Dili (national NGOs)

*Asosiasaun Chega! Ba Ita (ACBI)*—supports women survivors, victims of past conflict and advocates for the Government of Timor-Leste’s application of the recommendations from Chega!, CAVR’s final report.

*Asia Justice and Rights (AJAR)*—strengthens its local partners and human rights through education, especially in schools and universities, and raises awareness on the importance of learning from the past.

*Asistensia Legal ba Feto no Labarik (ALFeLa)*—gives free legal assistance to women and children in civil, family and criminal cases. ALFeLa provides community legal education, works in advocacy and coordinates with the police, the justice sector and CSOs.

*Coalition on Diversity and Action (CODIVA)*—is the first LGBTIQ network in Timor-Leste that raises awareness, provides inclusion training and advocacy, campaigning as well on EVAWG with local authorities and sukus.

*Forum Komunikasaun Ba Feto Timor Lorosa'e (FOKUPERS)*—established in 1997 to fight gender-based violence, the organisation assists victims and advocates for women’s rights and empowerment.

*NGO Forum Timor-Leste (FONGTiL)*—is an NGO umbrella organisation that advocates for and supports its members and their networks, representing them in discussions with organs of

government, leaders and decision-makers.

**Mane Ho Visaun Foun (MHVF)**—started in 2008, the organisation focuses on training, particularly for men and boys, to reduce violence that women and girls often experience at home through education at schools and in communities.

**Movimento Feto Foinsae Timor-Leste (MOFFE)**—primarily educates young people, including in sexual and reproductive health, advocates for the rights of young women and campaigns against VAWG.

**Psychosocial Recovery and Development in East Timor (PRADET)**—provides psychosocial services for people experiencing trauma, and mental illness. In the Cuido Valedares National Hospital compound, PRADET often provides assistance to people presenting with injuries.

**Raes Hadomi Timor Oan (RHTO)**—advocates for people with disability, particularly young women who are the most vulnerable to violence, and promotes social inclusion, especially for physical access to public buildings.

**Rede Feto<sup>14</sup>**—is a network of 46 women's organisations, founded in 2000 to improve the lives of women and girls by advocating for gender equality/women's rights and empowerment.

## Liquica

**Fundasaun Moris Foun (FMF)**—builds local leadership and strengthens the community in human rights training for youth, advocacy, socialising the DV law at schools and promotes the referral network.

## Viqueque

**Knua Haberan Comunidade (KHC)**—provides shelter and assistance for victims of violence, and educates young girls and women about their legal rights and to reduce unplanned pregnancies.

## Ermera

**Hamenin Demokrasia no Igualdade (HDI)**—educates on gender issues, empowers young people to advocate for youth rights and facilitates the processes involved with tara bandu in the community.

**Institutu Mata-Dalan Integradu (IMI)**—develops youth skills by providing technical assistance on improving soil quality, basic tools and seeds, and engages women in the agriculture sector.

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14. Rede Feto joined the Learning Consortium after the Reflection Workshop.

## Annex 2

# Training Needs

On day three, participants chose five training priorities for themselves and their organisations. The results below highlight the five most popular choices.

VAWG RESPECT Strategies	Total
Relationship skills strengthened	3
Empowerment of women	13
Services ensured	2
Poverty reduced	3
Environments made safe	2
Child and adolescent abuse prevented	9
Transformed attitudes, beliefs, and norms	9
Skills Development	
Organising groups	3
Methods to manage trauma/counselling	5
Legal understanding	3
Working with men, youth and boys	3
Research methods: surveys, participatory action research	9
Social media strategies	9
Advocacy and developing networks	10
Organisational Strengthening	
Fundraising	12
Financial management	3
Monitoring and evaluation, developing knowledge and action	11
Developing a healthy sustainable organisation	18

Table 7: CSOs' requests for training

# Annex 3

## Pre/Post-Test Form and Answers

*Preventing Violence against Women and Girls in Timor-Leste*

Reflection Workshop: 9–12 February, 2021

Pre-/Post-Test Workshop Form

Response numbers– pre-test: 26; post-test: 24

Name: \_\_\_\_\_

### 1. Violence against women and girls ...: (mark all that apply)

- is an effective way to correct bad behaviour.      pre-test: 9; post-test: 1
- is a way to control women and girls.      pre-test: 10; post-test: 21
- only exists in some countries.      pre-test: 7; post-test: 1

### 2. What cultural and social beliefs contribute to gender-based violence? (select one)

- A man is the head of household and so a woman must do what he says.      pre-test: 20; post-test: 23
- What happens in the home is the concern only of the husband and wife.      pre-test: 3; post-test: 0
- Violence against women is a crime in Timor-Leste.      pre-test: 3; post-test: 1

### 3. Preventing violence against women and girls means ...: (mark all that apply)

- Stopping violence before it happens      pre: 10; post: 7
- Letting families resolve it themselves      pre: 0; post: 0
- Changing perceptions so that people believe gender-based violence is a crime      pre: 15; post: 16
- Providing protection through laws      pre: 0; post: 1

### 4. Write down some examples of the root causes of gender-based violence.

*Pre-test:* economic factors increase violence, culture, women work more than men, poor education, discrimination, and men have more power

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*Post-test:* women's inequality, discrimination against women, community's poor understanding of VAWG, the 'patriarchal system', lack of education, men dominate the family

5. Can you give an example of how community-level influence and actions can reduce gender-based violence?

\*The question was generally not well understood – people mostly answered what not how.

**Pre-test:** provide community VAWG education/advocacy, include men in VAWG training, present a model of positive behaviour, better support for victims

**Pre-test:** provide community VAWG education/training, community advocacy/campaigns, 'socialisation' of VAWG/GBV, for laws and the referral network

**6. Inequalities between men and women are a result of ...: (mark all that apply)**

- |  |                             |
|--|-----------------------------|
| Special abilities that men have and women do not | pre-test: 1; post-test: 1   |
| Power imbalances between men and women           | pre-test: 21; post-test: 23 |
| Biological differences between men and women     | pre-test: 4; post-test: 0   |

**7. Masculinity refers to ...: (mark all that apply)**

- A way of living for men or a way of being male as defined by society pre-test: 10; post-test: 12

A natural way of being male because it is men's nature pre-test: 9; post-test: 6

Men and boys pre-test: 7; post-test: 6

**8. Please show if you agree, partially agree or disagree with the following statements:**

Statement	Agree	Partially Agree	Disagree
There may be times when a woman deserves to be hit by her husband.	pre: 1; post: 0	pre: 0; post: 0	pre: 25; post: 24
People with disabilities are vulnerable to domestic violence.	pre: 11; post: 15	pre: 1; post: 1	pre: 14; post: 8
It is a woman's responsibility to avoid getting pregnant.	pre: 8; post: 3	pre: 1; post: 4	pre: 17; post: 17
Men and women should both make decisions in the home.	pre: 26 post: 24	pre: 0; post: 0	pre: 0; post: 0
It is legal to be gay or lesbian in Timor-Leste.	pre: 10; post: 19	pre: 6; post: 4	pre: 10; post: 1
For women to have rights, men's rights will be fewer.	pre: 2; post: 0	pre: 1; post: 2	pre: 23; post: 21
Sexual abuse in marriage is a crime.	pre: 21; post: 24	pre: 1; post: 0	pre: 4; post: 0
Women should be careful about what clothes they wear when they go out.	pre: 12; post: 2	pre: 3; post: 5	pre: 11; post: 17
Power imbalances between men and women can contribute to violence against women.	pre: 25; post: 23	pre: 0; post: 0	pre: 1; post: 1

# Annex 4

## Participant Feedback

Learning for Transformation: Preventing Violence against Women and Girls

Reflection Workshop in the HAK Association auditorium, 9–12 February, 2021

Name: \_\_\_\_\_

Statement	Summary
Please rate: <b>1 2 3 4 5 6 7 8 9 10</b>	
1–3 Not good 4–6 Good 7–8 Very good 9–10 Excellent	The workshop evaluation had <b>23</b> respondents.
1. What is your view of the workshop relating to:	
Content? (score)	Excellent: 3    Very good: 16 Good: 4    Not good: 0
Process/methods? (score)	Excellent: 9    Very good: 13 Good: 1    Not good: 0
Facilitators? (score)	Excellent: 7    Very good: 14 Good: 2    Not good: 0
**Handouts? (score)	Excellent: 3    Very good: 10 Good: 9    Not good: 1
Logistics/preparation? (score)	Excellent: 6    Very good: 12 Good: 5    Not good: 0
2. Which topics and methods/processes were the most relevant or inspiring for you? Please explain.	Most listed: <ul style="list-style-type: none"><li>• Historical mapping/timeline</li><li>• Group discussions, learning together/from each other, sharing experiences</li></ul>
3. What did you learn from this workshop?	Again, most listed: <ul style="list-style-type: none"><li>• Historical mapping/timeline</li><li>• Group discussions, learning together/from each other, sharing experiences</li></ul>
4. What are your suggestions for improving AJAR training in the future?	Most said: <ul style="list-style-type: none"><li>• Ask more organisations from rural areas to attend</li><li>• Invite more staff from each organisation</li><li>• Have more training more often</li></ul>
5. How will you apply/adopt the knowledge you obtained from the workshop?	Many promised to: <ul style="list-style-type: none"><li>• Share their learning with their NGO colleagues</li><li>• Apply the methods in their own training programs</li></ul>
2. Do you have any comments in relation to the workshop?	Most asked for: <ul style="list-style-type: none"><li>• More chances to learn together</li><li>• Consortium members to be fully supported</li></ul>

\*\*The workshop had no handout material.



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