

Naroman ba Futuru:

A learning and community hub for people with and without disabilities in Timor-Leste

1 Summary

This document outlines the vision and mission for the proposed organisation Namoran ba Futuru. Section 2 below introduces the idea of Namoran ba Futuru. Section 3 demonstrates the need for the organisation, outlining the situation of people with disabilities in Timor-Leste, identifying existing services in the country and highlighting the 'gap' which Naroman would fill. Section 4 contains the objectives of the organisation. Section 5 outlines how these objectives will be achieved. Section 6 describes the monitoring and evaluation to which the organisation would be subject, to ensure its effective operation. Section 7 contains information about the funding necessary to make Namoran ba Futuru a reality.

2 Introduction

Namoran ba Futuru will be a bright, vibrant learning and community hub based in Dili. It will improve the lives of Timorese people with and without disabilities, by promoting respect for human rights, modelling disability-inclusive practices, providing information and raising awareness, fostering relationships and creating networks, building capacity and inspiring confidence. In doing so, it will contribute to the development of a more equitable, inclusive and productive Timorese society.

'Naroman ba Futuru' means to bring light to the future. The idea of the organisation was born with a vision to improve the lives of children, young people and adults with disabilities in Timor-Leste and ensure their rights are more fully protected.

3 Project managers

The architect of this project is Mr Jonio Soares. Jonio has worked in the disability sector in Timor-Leste for the past five years, organising and facilitating efforts for disability-inclusive development in every sector. He has experience working with government institutions, civil society, the broader community and families affected by disability.

From 2012-2014, Jonio managed the national disability peak body, Asosiasaun Defisiensia Timor-Leste (formerly the Disability Working Group). His work during this seminal time built the organisation's reputation and capacity such that it is now a renowned and effective disability rights institution in Timor. While leading Asosiasaun Defisiensia, Jonio was instrumental in developing the National Disability Policy and Action Plan, which is now used by the Ministry Social and Solidarity to guide the

implementation of its activities in the disability sector. He was also involved in the development of the Diploma in Community Based Rehabilitation (CBR) at the National University of Timor-Leste, and has acted as Facilitator of this Diploma for the past three years. Through his course, the National University and Asosiasaun Defisiensiia have graduated 35 students who either have disabilities, have family members with disabilities or are disability-sector workers. Many of these graduates are now themselves successful disability-rights advocates, and the positive effects of their work in Timorese society are wide-reaching.

Support comes from Sarah Haid in Australia. Sarah worked with Jonio at Asosiasaun Defisiensiia Timor-Leste as an AusAID Australian Youth Ambassador for Development (AYAD) from 2013-2014. Sarah has a background in human rights law and policy, having worked at the Australian Human Rights Commission, the Federal Attorney-General's Department and the North Australian Aboriginal Justice Agency. Sarah and Jonio formed a strong rapport and friendship during their time as colleagues in Timor and they share a vision for a better world where human rights are respected and protected for all.

People with disabilities will also play a leadership role. Naroman ba Futuru will be an equal opportunity employer and people with disabilities will be encouraged to apply for all roles in the new Centre.¹ Employees with disabilities will be fully supported, not only to participate in Naroman's work, but to guide and direct it in line with their particular expertise.

4 Statement of need

a. Timor-Leste

Timor-Leste is a small, young country located on part of the island of Timor in the Asia-Pacific region. Timor-Leste has a complex history involving colonialism, conflict and poverty.² While Timor has made considerable progress towards a range of development goals in the 14 years since independence, the country still faces challenges. In 2015, Timor ranked 133rd of 188 countries and territories on the Human Development Index,³ and more than two thirds of Timorese people still live on less than \$2 per day.⁴

¹ A majority of the participants in a study conducted by Shamrock et al 'gained their present employment as a result of responding to an advertisement which specifically invited people with disability to apply'. It is hoped that a similar advertisement for employment with Naroman ba Futuru would result in employment opportunities being taken up by a number of people with disabilities, thereby enriching the work of the new organisation. See Jane Shamrock, Natalie Smith, Marion Gray, Melainie Cameron and Florin Oprescu, 'People with Disabilities Working in the Disability Sector in Timor-Leste: A study of "lived experience" using PhotoVoice', *Third World Quarterly* (2016), 9.

² *Ibid*, 1.

³ United Nations Development Programme, *Briefing note for countries on the 2015 Human Development Report: Timor-Leste* (2015), http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/TLS.pdf.

⁴ Department of Foreign Affairs and Trade, *Overview of Australia's Aid Program to Timor-Leste*, <http://dfat.gov.au/geo/timor-leste/development-assistance/Pages/development-assistance-in-timor-leste.aspx>.

b. People with disabilities in Timor-Leste

Of the 1,066,409 people living in Timor-Leste at the time of the 2010 Census, 48,243 were counted as having disabilities. Physical disabilities affected 20,593 people; 29,488 people were blind or vision impaired; 17,672 were deaf or hearing impaired and 13,308 people had mental and intellectual disabilities. According to these statistics, people with disabilities comprise a significant part of Timor's population, at 4.6 per cent. However, the census figures are likely to underrepresent people with disabilities, due to barriers many such people face in accessing registration mechanisms and public services, and the practice among some Timorese families of 'hiding' family members with disabilities, limiting their exposure to public life.⁵

c. The rights of people with disabilities in Timor-Leste

The most relevant international instrument to the present discussion is the *Convention on the Rights of Persons with Disabilities*. Timor-Leste has not yet signed the *Convention on the Rights of Persons with Disabilities*, though the Ministry of Social Solidarity has expressed its intention to do so in the *National Action Plan for People with Disabilities (2014-2018)* and civil society continues to call for ratification.⁶ Nevertheless, Timor is bound to protect the rights of people with disabilities under a number of the human rights treaties to which it is a party, including the *Convention on the Rights of the Child*, *International Convention on Civil and Political Rights*, *International Covenant on Economic, Social and Cultural Rights* and *Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment*.

d. The situation of people with disabilities in Timor-Leste

Timor-Leste has made progress in fulfilling the rights of people with disabilities, as it has in many development sectors over its short lifetime.⁷ However, the situation of people with disabilities remains precarious. Poverty rates generally are higher among people with disabilities, due to a number related factors such as barriers to accessing public services and social exclusion.⁸ Some groups within the disability community face especially difficult conditions, with women and children in particular being subjected to multiple forms of discrimination and an increased risk of violence and abuse.⁹ A recent United Nations report identified a range of human rights issues affecting people with disabilities, including the following:

⁵ The United Nations Integrated Mission in Timor-Leste (UNMIT) and Office of the High Commissioner for Human Rights (OHCHR), *Report on the Rights of Persons with Disabilities in Timor-Leste* (2011), 11, www.ohchr.org/Documents/Issues/Disability/UNHR_Report2011_en_resize.pdf; Shamrock et al, 'People with Disabilities Working in the Disability Sector in Timor-Leste', 11.

⁶ Joaozito Dos Santos and Elizabeth Morgan, *Steps Towards Achieving Inclusion for People with Disabilities in Timor-Leste* (2016), <http://bellschool.anu.edu.au/sites/default/files/publications/attachments/2016-07/ib-2016-18-dossantosmorgan.pdf>.

⁷ World Bank, *Timor-Leste: Overview* (2016), <http://www.worldbank.org/en/country/timor-leste/overview>.

⁸ UNMIT and OHCHR, *Report on the Rights of Persons with Disabilities in Timor-Leste* (2011), 5-6.

⁹ *Ibid*, 27-28.

- Timor-Leste does not yet have an adequate legal framework to protect people with disabilities from discrimination and guarantee access to public services.
- There has been inadequate provision and planning for people with disabilities in relation to access to public buildings, transport, other infrastructure, public information and education.
- Stronger guarantees are needed to ensure that all people with disabilities can enjoy their right to vote.
- People with disabilities in Timor-Leste are sometimes the targets of physical and verbal abuse. Stigmatising language is commonplace.
- Women with disabilities are particularly vulnerable to sexual violence.
- Increased regulation of healthcare provision to people with mental disabilities is needed to ensure they are not subjected to cruel treatment or deprivation of their liberty.¹⁰

e. *The right to education and people with disabilities in Timor-Leste*

The right to education is enshrined in a number of human rights instruments, including the *Convention on the Rights of Persons with Disabilities* (article 24), *Convention on the Rights of the Child* (article 23) and *International Covenant on Economic, Social and Cultural Rights* (article 13; see also General Comment 5 on the right to education specifically for people with disabilities). Timor-Leste is a signatory to the latter two treaties.

The Government of Timor-Leste has taken steps towards increasing access to education for people with disabilities. An Inclusive Education Policy was drafted in 2010 and the *Strategic Development Plan 2011-2030* pledged that 'access and quality education will be available to all regardless of disability'.¹¹ These policy documents are translating into some concrete action: the training of teachers to become disability focal points in mainstream primary schools, for example, and the establishment of one specialised school for students with disabilities in Taibessi, Dili.¹² Civil society, too, is working towards increasing access to education. A number of disability organisations are active in Timorese civil society, and some of these organisations run programs related to education and training: providing scholarships to students with disabilities, creating better access to school premises and advocating for the educational rights of people with disabilities. A full list of disability organisations operating in Timor Leste is attached as Appendix A.

Despite such initiatives, there is still unequal access to education for many people with disabilities. The 2010 Census found that 33,133 people with disabilities aged over five years old have never attended school. A 2008 report by Plan International stated that only one per cent of those currently in school have a disability and

¹⁰ UNMIT and OHCHR, *Report on the Rights of Persons with Disabilities in Timor-Leste* (2011), 1-2 and 32.

¹¹ Timor-Leste, *Strategic Development Plan 2011-2030*, 25, <https://sustainabledevelopment.un.org/content/documents/1506Timor-Leste-Strategic-Plan-2011-20301.pdf>.

¹² UNMIT and OHCHR, *Report on the Rights of Persons with Disabilities in Timor-Leste* (2011), 20.

concluded that most children with disabilities are not in school.¹³ Many are never enrolled while others drop out after only a few years due to social, environmental and attitudinal barriers to their learning.¹⁴ Adults with disabilities, too, face challenges in accessing education and training. Accessible programs have not yet been mainstreamed within formal education and training systems and there are limited opportunities for non-formal education.¹⁵ The right to education has been identified by people with disabilities as the area most in need of the improvement in Timorese society.¹⁶

f. Opportunities for greater promotion and protection of disability rights

While progress continues to be made in Timor to improve the situation of people with disabilities, there are some areas of opportunity for further enhancement of disability rights.

First, information about caring for children with disabilities is not readily accessible in Timor. As a result, many parents do not know how to support their children with disabilities at home, increasing the risk of violations of the rights of the children concerned and often leading to detrimental effects for the entire family unit. No known NGO or government agency is currently doing targeted work in this area.

Second, many children and adults with disabilities still lack access to education and training, and to support once enrolled in educational and technical programs. As noted above, students with disabilities at all levels experience barriers to accessing formal education and some experience difficulties in the process of learning and completing their studies. While some government and civil society organisations are already working to improve access in this area, education remains a priority for people with disabilities and there is scope for further contribution to be made.

Naroman ba Futuru will address these issues. It will provide practical social support to children with disabilities, their parents, students at all levels and would-be students and trainees with disabilities. It will raise awareness to change attitudes and promote inclusion and respect for the rights of persons with disabilities. It will work for systemic change to improve disability rights, and support community members to become stronger human rights advocates.

Specifically, Naroman ba Futuru aims to:

- Raise awareness of the rights of people with disabilities, through the establishment of an open, inclusive, vibrant community hub; public events; a resource centre; media campaigns and distribution of publications and promotional materials.
- Raise awareness specifically on the value and role of the *Convention on the Rights of Persons with Disabilities* and lobby for its ratification.

¹³ Plan International, *Ita hotu baá eskola! Report on the first national survey of disability in Timor-Leste's primary schools* (2008), <http://www.crin.org/en/docs/disabilitystudytimor.pdf>.

¹⁴ UNMIT and OHCHR, *Report on the Rights of Persons with Disabilities in Timor-Leste* (2011), 21.

¹⁵ Ibid.

¹⁶ Ibid, 19.

- Provide mentoring,¹⁷ support groups, training and pathways into formal education for children, youth and adults with disabilities – to increase self-confidence, support learners to achieve better outcomes, assist school students to qualify for higher education and/or find employment upon graduation, empower learners and former-learners to fully participate in society.
- Provide information, advice and support to parents of children with disabilities through a resource centre, support groups and a referral service, with a view to changing attitudes, promoting safe, supportive domestic environments and safeguarding the rights of children with disabilities.
- Focus activities on particularly vulnerable groups, such as women and children with disabilities, people with disabilities from remote districts and people with disabilities living below the poverty line.
- Model best-practice inclusion by employing people with disabilities and supporting them to participate in and direct the work of Naroman ba Futuru.
- Work together with existing disability organisations to share knowledge, experience and expertise, minimise duplication in the sector and create an effective system of referral.

4 Objectives

Naroman ba Futuru will work to enhance the rights and improve the lives of people with disabilities in Timor by:

1. Establishing Naroman ba Futuru and building it into Timor’s leading institution for disability-inclusive information, education and training.
2. Increasing the knowledge and skills of children and adults with and without disabilities, in order to help improve access to every development sector.
3. Providing parents of children with disability and the broader community with information and resources about disability rights issues, thereby enhancing understanding and support for children with disabilities in Timorese society.

5 Methods

- I. Activities to achieve objective (1) Establishing Naroman ba Futuru and building it into Timor’s leading institution for disability-inclusive information, education and training.
 1. Recruit staff, including people with disabilities wherever possible, to:
 - a. Manage Naroman ba Futuru.
 - b. Provide training to parents, children with disabilities and other members of the community.
 - c. Develop and run an information and resource centre for parents, students and other community members both with and without disabilities.

¹⁷ In a recent study involving people with disabilities working in the disability sector in Timor-Leste, all participants ‘spoke of having a mentor in their early years to support or inspire them to move beyond the stigmatising attitudes prevalent in their communities’. Shamrock et al, ‘People with Disabilities Working in the Disability Sector in Timor-Leste’, 8.

2. Provide overseas training to staff and trainers to increase their capacity.
3. Set up office and training and information centre to support the activities of Naroman ba Futuru.
4. Develop governance documents for Naroman ba Futuru, including organisational statute and policy and procedure manual.
5. Register Naroman ba Futuru as a national NGO with the Ministry of Justice Timor-Leste.
6. Lobby for the ratification of the *Convention on the Rights of Persons with Disabilities* and promote awareness of its provisions and how to use it.
7. Develop five-year strategic plan.

Activity	Y1				Y2			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q3
1. Recruit staff, including people with disabilities wherever possible, to: a. Manage Naroman ba Futuru. b. Provide training. c. Develop and run information and resource centre.	X	X						
2. Provide overseas training to staff and trainers to increase their capacity.				X	X	X	X	
3. Set up office and training and information centre.	X	X	X	X				
4. Develop governance documents.			X	X				
5. Register as a national NGO.	X	X	X					
6. Promote the CRPD in Timorese society.	X	X	X	X	X	X	X	X
7. Develop five-year strategic plan.			X	X				

- II. Activities to achieve objective (2) Increasing the knowledge and skills of children and adults with and without disabilities, in order to help improve access to every development sector.
1. Conduct home-based learning for children and adults with disabilities, focusing on skills development, self-advocacy, self-confidence, daily activities and positive parent-child interactions.
 2. Conduct non-formal training for people with disabilities, in areas such as art, music, sport, language, computers and business skills.

3. Provide mentoring for students and non-students with disabilities of all ages.
4. Develop study groups for student with and without disabilities.
5. Set up library and resource centre for students with disabilities of all ages.
6. Provide assistive devices and scholarships to students with disabilities who attend public schools.
7. Collaborate with disability organisations in government and civil society to promote knowledge of existing services, provide effective referrals and work strategically and cooperatively.

Activity	Y1				Y2			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q3
1. Conduct home-based learning.		X	X	X				
2. Conduct non-formal training.			X	X	X	X	X	X
3. Provide mentoring.		X	X	X	X			
4. Develop study groups.		X	X	X	X			
5. Set up library and resource centre.			X	X	X	X		
6. Provide assistive devices and scholarships.					X	X	X	X
7. Collaborate with disability organisations.	X	X	X	X	X	X	X	X

III. Activities to achieve objective (3) Providing parents of children with disability and the broader community with information and resources about disability rights issues, thereby enhancing understanding and support for children with disabilities in Timorese society.

1. Raise awareness among children and adults with disabilities, their families and the broader community about the rights of people with disabilities to equal participation in all aspects in social life.
2. Provide information to parents of children with disabilities and the broader community about the needs and entitlements of people with disabilities.
3. Establish a support group for parents of children with disabilities.
4. Set up resource and information centre for parents of children with disabilities.

Activity	Y1				Y2			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q3
1. Raise awareness about the rights of people with disabilities.			X	X				
2. Provide information about the needs and				X	X	X		

	entitlements of people with disabilities.								
	3. Establish support group.		X	X					
6	4. Set up resource and information centre.				X	X	X	X	

Evaluation and continual improvement

Monitoring and evaluation at Naroman ba Futuru will be conducted by an M&E team with specific responsibility for oversight. This team will develop an M&E framework which it will use to measure project performance every six months. The results will be presented to staff and key stakeholders after every review.

External evaluation will be conducted annually by contractors engaged by Naroman ba Futuru. At the end of each year, these contractors will review the impact of the organisation's work and make recommendations for future improvement. The findings of the internal and external reviews will be summarised in an annual report and provided to Naroman ba Futuru's sponsors and financiers.

7 Budget

A budget of projected expenses for the calendar years 2017 and 2018, as well as a more detailed breakdown of expenses for the first three months of operation, are available on request.

Appendix A

Disability organisations in Timor-Leste

Name	Area	Scope	Activities
Agape	Dili	Education, sport and livelihood	Training in sign language and general education to people with hearing impairment.
Ahisaun	Dili	Livelihood, advocacy	Producing and selling arts and crafts, involving people with disabilities in all stages of the process.
East Timor Blind Union	Dili	Education, advocacy	Training in Braille and assistive computer programs (such as JAWS Screen Reader) to people who are blind or have vision impairment.
Halibur Matan Timor Leste	Dili	Education, advocacy	Training in Braille and assistive computer programs (such as JAWS Screen Reader) to people who are blind or have vision impairment.
Asosiasaun Defisiensiia Timor-Leste	Dili	Advocacy, education	Disability rights advocacy, especially to Government, administration of CBR Diploma.
Rae Hadomi Timor Oan	13 districts across Timor-Leste	Education, advocacy, livelihood, water and sanitation	Increasing access to school premises, provide scholarships to students with disabilities, administer self-help groups, water and sanitation programs.
Klibur Domin	Liquica	Health, rehabilitation	Treatment and rehabilitation for tuberculosis patients.
Pradet	Dili	Health	Treatment for people with mental illnesses.
Alma Sister	Dili	Education	Training for people with physical and intellectual disabilities.
The Leprosy Mission	Dili	Capacity building and CBR	Providing services to people affected by leprosy.
Centru Nasiona Rehabilitasaun	Dili	Rehabilitation	Providing assistive devices and therapy to people with disability.
Fuan Nabilan	Same	Education	Training in Braille to people who are blind or have vision impairment.
Katilosa	Baucau	Livelihood	Programs for people with disability to produce art and crafts.
Handicap International	Dili	Advocacy, education	Working with government to develop policies relating to disability rights issues, provide capacity-building training to disability organisations.