



JSMP TRAINING IN THE DISTRICTS OF TIMOR LESTE 2005



Report, Reflection and Recommendations

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1. EXECUTIVE SUMMARY



Above: JSMP Trainers and the District Administrator (centre) in Viqueque

Between April and October 2005 JSMP conducted trainings in 12 districts of Timor Leste on human rights, the law and the legal process, with a focus on cases of gender-based violence. The participants included members of the Timor-Leste National Police (PNTL), particularly the Vulnerable Persons Unit (VPU), village heads, women's groups such as OPMT and OMT and, youth groups and students. Across the 12 districts, 423 people participated.

JSMP decided to give this training because many cases of sexual violence and domestic violence are being resolved through traditional mechanisms by community leaders or the family. Many people in Timor-Leste do not understand the formal legal process or that domestic violence and rape cases are crimes and should be resolved in accordance with formal legal procedures.

The aims of the training were to:

- Increase participants' knowledge of human rights, especially women's and children's rights, the legal process and the law of sexual and domestic violence;
- Enable participants to identify crimes of sexual violence and domestic violence; and
- Increase participants' knowledge of how to assist victims of crimes.

Each training ran for two days and was carried out by JSMP staff. Both informative and interactive methods were used. The participants were generally attentive and enthusiastic in discussion and asking questions, which provided an insight into participant's knowledge and attitudes on the topics of training.

JSMP carried out an evaluation to measure the success of training and to generate ideas for improving the program. The evaluation was three-fold: an evaluation form

on participants' experiences, a questionnaire to identify whether the information was being understood and an internal evaluation workshop.

Overall the training was rated highly by participants and trainers and participant knowledge increased across all areas that were the aims of this report. JSMP recommends that:

1. This training should be continued, not only at the district level but also at the sub-district and village levels.
2. To maximise the trainings effectiveness, use more interactive methods like games or simulations.
3. Simplify materials as much as possible in the use of language and format, such as use comics or pictures and remove legal jargon.
4. Reduce the amount of material or increase the time.
5. Target the materials to particular groups and give opportunities for those from similar backgrounds to work together. In particular separate women from men so that they feel more confident to discuss their ideas.

2. INTRODUCTION



Above: Attendees at the Suai training

Background

In 2004 the Women's Justice Unit (WJU) of JSMP interviewed members of the Timor-Leste National Police (PNTL), particularly of the Vulnerable Person's Unit (VPU), local government officials (district and sub-district level) and women's groups in all districts of Timor Leste as part of a research project on police behaviour towards women in Timor Leste.

Through these interviews the WJU heard that most cases of domestic violence and sexual violence were being resolved within the family or through traditional law or by customary means. People did not know how to pursue a case through the formal justice system or what avenues were available to them if they were confronted with a legal problem.

At the same time as carrying out this research, the WJU distributed posters, brochures and radio programs to district communities. These public education materials discussed sexual violence and domestic violence and the formal process for settling these types of cases. The public education materials were distributed to PNTL stations, local government offices, OMT and OPMT members and to community radio stations in all districts of Timor Leste. When people received the materials, many asked the WJU to give training on them, as they believed that they would not properly understand the subject-matter merely by reading or listening.

Based on this information, the WJU decided to conduct a training program in the districts. In March 2005 the WJU began the program in Bobonaro District and then continued in each district outside Dili, concluding in October. Following this first training, the Outreach Unit and Legal Research Unit of JSMP joined the WJU to carry out the trainings.

The training materials were intended to explain the public information materials, with sufficient background. They therefore covered general human rights, women's rights and children's rights with a focus on violence against women and children, the law and legal processes and the formal process for victims of domestic violence and sexual violence. The first training produced very positive results and was taken seriously by the participants. The materials provided by the WJU were very effective and easily understood.

Aims of the Training

- Increase the knowledge of participants about legal issues, criminal offences and human rights;
- Enable participants to better understand that sexual violence and domestic violence are criminal offences; and
- Inform the participants on how to assist victims of violence.

This Report

This report was prepared by the Women's Justice Unit with support from the WJU International Adviser and the Adviser to the Outreach Unit.

The aims of this report are to:

- Provide information about the implementation and results of the JSMP training program; and
- Provide recommendations for future training programs by JSMP or other organisations.

3. THE TRAINING PROGRAM



Above: Small group work in Same

Training Methodology.

JSMP trainings were conducted by WJU staff with staff from the Legal Research Unit and Outreach Unit. The training was conducted over two days in each district in a public meeting place, usually in the district capital.

Both interactive and informative methods were used to give the training. The informative method involved the facilitators explaining the materials that were more substantive including the meaning of human rights, the rights of victims of domestic violence and rape and the process for trying criminal offences in court. This was usually the method used when introducing new material contained in the manual to participants. The material was given to participants by one trainer who explained the written materials and wrote key points up on butchers paper. Time was then given to the participants to ask questions.

Other material was presented in an interactive fashion. This method was used to keep participants interested and help them understand the material more fully and apply it to real-life situations. Interactive methods included case studies, which were discussed in small groups who then gave a presentation to the rest of the group. After the presentation, other groups were given the opportunity to respond. Participants used these opportunities to ask about real problems that occur in their day-to-day lives. Therefore question and answer sessions dominated during the presentation of materials. In later trainings, trainers also experimented with role-plays for example of the formal court process.

The set up of training venues changed depending on the number of participants, the space, and the activities. Mostly, the room was set up in a class-room style with chairs arranged in rows, and a whiteboard positioned at the front. The facilitators stood at the front of participants. Over the course of each training, participants'

chairs were moved periodically, for instance to a semi-circle, so that participants wouldn't feel bored during the training and also to create a sense of familiarity between participants as well as between participants and facilitators.

Structure of Training and Materials

The structure of the training covered:

1. General human rights, including what are human rights, civil and political rights and social and economic rights.
2. The formal legal system in Timor-Leste
 - Sources of law in Timor-Leste
 - Types of criminal and civil cases
 - The role and function of police, prosecutors and judges
 - The courts and fair trials
3. The rights of women and children
 - CEDAW in general
 - Understandings of sexual violence and domestic violence
4. Information on the formal legal process for victims of sexual violence and domestic violence.

The first part of the training focused on human rights and the latter part focused on the formal legal process because before explaining the formal legal process, participants to understand general and basic rights, including those of suspects and victims.

Training Schedule:

	Time	Activity
Day 1	09.00	Registration
	09.30	Opening and introduction by JSMP
	09.45	Human rights materials
	10.30	Break
	10.40	Continue with human rights materials and group discussion
	12.30	Lunch
	14.00	Presentation of the results of the group discussion
	15.00	Materials on the formal legal process
	16.30	Break
	17.00	Evaluation
	09.00	Materials on the formal legal process
	10.30	Break
	10.40	Trials and the roles of court actors and group discussion on the legal process
	11.30	Rights of children and women
	12.30	Lunch

Day 2	13.30	Sexual violence, domestic violence and group discussion
	14.30	Group presentation and further information on the Formal Process for victims of sexual violence and domestic violence
	16.30	Break
	17.00	Evaluation
	17.20	Close

This schedule was often modified due to delays caused by the long travel times of participants. Sometimes materials were altered or omitted where participants necessary or requested. Sometimes not all materials were fully presented because time ran out.

Materials

The materials given to participants included a detailed training manual in mixed Bahasa Indonesia and Tetum. The trainers used the manual as a basis for the training but taking into consideration that the information, in particular the material on the formal legal process, was new to most participants.

Participants also received a brochure on the formal legal process and posters on domestic violence to take back to their communities.

Participants and Organisations

In the beginning the WJU set a target of around 30 participants from each district from women's groups, police and some village heads. This target was decided based on the results of research conducted by the WJU on police behaviour towards women in Timor Leste. It was thought that these groups would benefit most from the training because they were the people that tried to resolve cases of violence occurring in their area, and they are trusted by their communities. Thirty was big enough to maximise the number of people to receive training but small enough so that everyone could participate.

After the first training in Bobonaro, when the Outreach Unit of JSMP became involved, the target participants were expanded. The trainers decided to invite all village heads and to increase the number of participants to 50 people, but have more trainers.

Then, in practice, other groups were interested in attending the training, which meant the training reached a more diverse group than anticipated.

In some districts the training did not attract the targeted number of participants because it clashed with other activities being conducted in these particular regions on the training days.

As the tables below reflect, just over half (54%) of the participants were women, and more than half had a high school education. Nearly 15% of participants had only finished primary school and may have found the material more difficult.

Table 1: Number of participants in JSMP training in total and by gender and the groups they represented, by district.

District	Total Participants	Female	Male	Participant Organisations
Bobonaro	28	9	19	PNTL, Village heads, Customary Elders, Women's Support Groups, Youth groups, Media.
Oecusse	41	25	16	Senior High School Students, Youth groups, Police (VPU), Caritas Australia, OPMT, OMT, Timor Aid, FPWO, Media (<i>Lifau Post</i>), DIT, Community Radio.
Baucau	64	32	32	OMT, OPMT, Police (VPU), Village heads, Youth groups, Village Council, Other Women's Support Groups.
Covalima	54	34	20	PNTL, Village heads, Women's Support Groups, Youth groups, Customary Elders.
Lospalos	39	15	24	OJTL, OMT, Media, Customary Elders, Village heads, Police (VPU)
Viqueque	38	32	6	Caucos, OPMT, OMT, Police (VPU), Staff from the Civil Registry Office, Village heads.
Manufahi	28	11	17	PNTL, Customary Elders, Village heads, Youth groups.
Ainaro	38	19	19	Customary Elders, Police (VPU), OMT, OPMT, Youth groups, Village heads
Ermera	25	13	12	OPMT, OMT, Youth groups, Village heads, Police, (VPU), Canosiana Nuns.
Manatuto	31	19	12	Police (VPU), (Investigations), OPMT, OMT, Village heads, Sub Village Heads, Youth groups.
Liquisa	22	10	12	Feto Faluk, Village heads, OMT, Sub Village Heads.
Aileu	15	8	7	Police, Village heads, OMT, OPMT, Gender focal point, Human Rights Group
TOTAL	423	227	196	-

SOURCE: JSMP training attendance forms.

Table 2: Number and percentage of participants from eight districts by education level.

Education	Number	Percent
SD (Primary school)	40	14.5%
SMP (Junior high)	68	24.7%
SMA (Senior high)	155	56.4%
University	3	1.1%
No response	9	3.3%
Total	275	100.0%

SOURCE: JSMP training evaluation forms.

4. TRAINING CONTENT AND DISCUSSION



Above: Participants from the Los Palos training

Human Rights

The human rights material included the general definition of human rights, civil and political rights, economic and social rights as well as the difference between human rights violations and criminal offences. Informative and interactive methods were used interchangeably for this topic. Most people had heard of human rights and knew some rights, like the right to life, but did not know exactly what human rights were. Many participants confused human rights violations and criminal offences. But generally, participants were very interested in talking about human rights.

Common questions included:

What is the difference between a human rights violation and a crime?

Human rights are a collection of rights and freedoms which are enjoyed by all people regardless of religion, race or ideology. They are universal and can be found in international conventions prepared by governments working together and set standards of behaviour.

Crimes are acts which a person does to another and which is prohibited in national criminal laws.

Human rights can only be violated by the government or people who work for the government like the police or military. Crimes can be committed by everyone in society.

One act can be a crime and also a violation of the victims human rights. For example, if a police officer when solving a case hits someone who is in a police cell, the police have committed a crime and also violated the victim's right to be free from torture and mistreatment.

The Formal Legal Process

The facilitators gave general explanations about the applicable law in Timor Leste, the functions and roles of court actors as well as discussing the trial process. These materials were presented in an informative manner by explaining each of the topics. The participants were very interested as the materials were new to them but it was also hard for them to understand because some academic or legal terms were used. Many people had questions about real legal situations or problems.

Common questions and answers included:

What happens if police arrest a suspect without producing a warrant of arrest?

Based on the law, when the police office wishes to arrest a person they should be in possession of a warrant of arrest issued by an investigating judge. But when the police are on patrol and they see a person or several people committing a criminal offence, the police can immediately arrest an individual or people without a warrant of arrest. A community member can also arrest a criminal if they catch them in the act of committing a crime.

Why are criminal cases resolved through mediation?

Based on the law, no criminal cases may be resolved through mediation, and must be resolved through a formal trial, as criminal cases are cases that relate to the public interest. Only non-criminal cases, such as property or land disputes, can be resolved by mediation.

How do we get a lawyer, we have heard that it is very expensive?

The government provides public defenders, who provide their services free of charge to the public who are in need of legal assistance. In addition there are a number of private legal aid institutions such as LIBERTA, URA, TANE TIMOR, LBH- TL, BIANKARA, KYNTA, FORTUNA which provide legal assistance to the community on a pro bono basis (free of charge).

Do prosecutors also handle civil cases?

Prosecutors only have competence to handle criminal cases (except in civil cases between a group of individuals versus the government - in cases such as these the prosecutor usually acts as a lawyer representing the government). Prosecutors also handle cases in the public interest.

Children's Rights

Participants were very interested in discussing this topic. The materials were presented by using the interactive method, where the participants were given the opportunity to listen, speak and respond. The materials were focused on the right to protection, safety and to be free from all forms of violence.

Many participants found it difficult to understand or accept that children should be taught without the use of violence, and said that children would no longer respect their parents if they were not taught with physical force. Many participants admitted often using violence when trying to educate or discipline their children. Participants often remarked that children no longer respect their parents. Almost all participants said that it was necessary to explain to children the difference between their rights and their obligations because people only talk about rights but they forget about obligations.

To help people understand children's rights, we focussed on situations from the lives of participants. During discussion, participants were given the opportunity to ask questions about issues they did not understand. Common questions and answers included:

How can we educate our children if we cannot use force? We have an obligation to teach our children if they oppose us.

Teaching a child with force is not a good method as the child will not be following his or her parent's instructions out of respect or understanding that they were wrong, but rather out of fear. Fear can make the child obey his or her parents but can result in psychological pressure or trauma being experienced by the child.

This can also affect the development of a child's mind. For example if the child is taught with the use of violence, then when the child enters adulthood the effects of this practice can linger, causing the child to feel depressed and even become violent themselves.

Sometimes if we ask our children to do something they tell us it is their human right as children do not obey their parents. Most children don't know that as well as having rights they also have obligations. How do we explain this?

Human rights are between the government and the people, so it is not correct to say that people in families have human rights between each other. But, all people living in a happy, healthy society have to respect each other's freedom and needs and also to help each other as a community.

Children should help their parents and parents should teach their children about how to be a good person. Everyone has a responsibility to work together and help each other according to their abilities.

Women's Rights: Domestic Violence and Sexual Violence.

The materials on women's rights focused on the right of women to "be free from all forms of violence" because many women in Timor-Leste are the victims of violence. Trainers explained the definition of domestic violence and sexual violence from a

legal perspective and a social perspective as well as the consequences of sexual violence and domestic violence.

In all trainings, participants discussed this issue or debated it amongst themselves (both male and female) enthusiastically because problems of sexual violence and domestic violence are very common. Many people lack information about the process of resolving cases through the formal legal system and try to settle cases through traditional or customary processes. Also, many people said that they think traditional law is better for domestic violence cases as they are personal and should be resolved by the families.

Common Questions and Answers

What happens when a husband repeatedly hits his wife, and the wife tries to report it to the police but she is afraid her husband will divorce her?

Doesn't putting a husband in jail mean that you are violating the rights of the wife?

These questions were asked often by women's support group because they know that domestic violence is a criminal offence, but women are afraid to report it to the police because they think that they will be divorced. They say that women prefer to suffer the violence of their husbands to being divorced.

When it has been proven that a person has committed violence that person must be responsible for his/her actions pursuant to the law, even if the victim is part of the person's family. Putting someone in jail is a way of showing the community that the act committed by that person is a criminal offence and is wrong, and also to deter members of the community from committing violence against their wives or others.

Putting a criminal in prison has no effect on the legality of that person's marriage. It does not mean that they will be divorced. It is up to the husband and wife to decide if they want to divorce.

A wife is a woman and has the right to be respected by her husband and not beaten by him or anyone else. If he beats her, it is a crime. When a person commits a crime, they should be tried and sentenced according to law. This teaches the community also about what is right and wrong behaviour.

If a husband is taken to prison, it can be difficult economically for the wife and their children but that does not mean that violence is excusable or should be forgotten. In the end it is up to the wife to decide what she wants to do.

Why is it when a wife withdraws her case, the case is often still pursued?

Once a crime is reported to the police, the police are responsible for investigating the crime and taking it to the prosecutors if they believe it is a real case. A victim cannot withdraw a case, but she can refuse to testify or give a statement, which sometimes means that the police do not have enough evidence to bring the case to court. But if the victim has made a report and a statement and has signed that statement then the police can still take the statement to court as evidence of a crime and the court can make a decision.

Story from a VPU Officer: In one case a victim of domestic violence wanted to withdraw her case, however the case had reached court and had very strong evidence. The judge continued to process this case until a decision was reached. In the decision the judge convicted the defendant but did not send him to prison. Instead the Judge said that the defendant and victim had to sign a statement containing a promise that the defendant would not commit any further violence against the victim. Also the judge stated that the police must continue to observe the family to prevent further instances of violence.

Why is domestic violence categorized as a criminal offence?

Domestic violence is a criminal offence as it constitutes an act that is not acceptable in society – violence between human beings. It includes not just physical violence but also psychological and sexual aggression. As a consequence of this act another person has become a victim of a crime.

Many Participants expressed strong support for the Domestic Violence Law and suggested it be enacted as soon as possible, as they observed that domestic violence cases are prevalent in their day to day lives.

CASE STUDY: “Unfaithful Husband”

After the facilitators explained the types of domestic violence and its consequences, they gave a case study to participants for discussion. The case study refers to something that occurs often in Timor Leste, namely a domestic violence case in which the victim withdraws the complaint before the case is heard in court.

The participants were divided into small groups to discuss the case study and then presented their views to the group.

The case study was as follows:

A husband often comes home late and then beats his wife in front of their children. He hits, slaps and kicks his wife almost every day, especially if he has come home intoxicated, and one day his wife finds him with another woman. This behaviour continues for two years until one day the husband seriously hurts his wife and she reports him to the police. The police take her to the hospital for her injuries because she has been burned with hot water.

In addition to the medical evidence from the hospital, the police obtain statements from the couples’ two children aged 14 and 15 years old. The evidence is very strong and in the hearing the investigating judge decides that the husband must be placed in preventive detention and that this case would proceed to trial.

After 30 days, when the trial is about to begin, the victim says that she does not want to proceed with the case and wants to withdraw her complaint.

The questions to participants were directed at organisational groups:

1. As a police officer what would you do in this case, where the evidence is very strong but the victim wishes to withdraw her complaint?
2. What is your view as a village head when a victim wishes to withdraw her case, and what can you do?

3. *As a women's support group what can you do in a case like this?*
4. *As a youth group what can you do in a case like this?*
5. *What do you all think about settling a case like this through traditional means?*

Example responses from participants

Responses from participants were often very similar across districts. Sample responses included:

PNTL:

Based on our understanding this case concerns a criminal offence. When a victim wishes to withdraw a case like this we always contact the prosecutor and judge or write a report or ask for guidance, because they are the ones who can decide whether the case can be withdrawn. Also we would investigate why the victim wants to withdraw the case.

In our opinion this case can not be resolved through traditional means as it should be categorized as a criminal offence. If it was settled through traditional means the offence could be repeated.

Village heads:

We would ask the victim why she wanted to withdraw the case. Normally a victim withdraws a case because: She still loves her husband and because they got married in a church and she believes (wrongly) that the case will end her marriage; or for economic reasons because her husband provides for the family. If the victim withdraws because of family pressure, we would ask the police to investigate.

Youth groups:

We would ask her why she wants to withdraw because it is possible that she has been pressured by family, or for economic reasons. But we believe that this is a criminal case so it must be resolved in court. This case involves violence by a husband against his wife and these actions can also affect the mental health of the children.

In our opinion if cases like this are settled through traditional means then acts of violence against family members would never be resolved.

Women's support groups:

We would support the woman involved in the case to pursue her case. Also we would give advice to other women experiencing acts of violence in the household. We hope that other women with similar experiences could be brave and seek other female friends to provide support.

If domestic violence cases are resolved through traditional means then the violence would continue in the future. But, normally women are not brave enough to report cases of domestic violence because their livelihood and that of their children depend on their husband.

The Formal Legal Process for Victims of Sexual Violence and Domestic Violence

After explaining or discussing sexual violence and domestic violence, training materials were distributed on the formal legal process for victims of sexual violence and domestic violence. This information was provided so that the participants could fully understand the process for helping victims of such violence.

The participants were very interested in these materials. Communities lack information about the formal legal process, and therefore these materials were both very new and very useful for the participants, both generally and for assisting victims of violence.

Matters discussed as part of this topic:

1. What a person can do when they become a victim of sexual violence or domestic violence;
2. What can be done after a victim reports their case to the police;
3. What can be done against the person who commits such violence;
4. What does the victim do during the trial and what is that process like; and
5. What are the benefits of the formal legal process.

Common questions and answers included:

For cases of sexual violence, when the defendant admits guilt during the trial, will the sentence be reduced?

In his/her decision the judge normally takes into consideration aggravating and mitigating circumstances. An admission of guilt by a defendant can be taken into account by a judge as a mitigating circumstance because it has saved the court time and also shows the person is taking responsibility for their actions. The judge also considers factors such as whether the defendant feels remorse for the crime and whether he/she has previous convictions. But these factors must be balanced against the evidence presented in the trial and whether the crime was very serious, and how it has affected the victim.

When victims of sexual violence or domestic violence are dissatisfied by a court's decision, what should they do?

Victims can speak to the prosecutor about their dissatisfaction with a court's decision and if the prosecutor agrees that the decision is not correct, he or she can lodge an appeal in the Court of Appeal.

A story from a women's group in Los Palos:

One participant from Los Palos told of a case where a step-father raped and made his child step-daughter pregnant. She said that the step-father's family said that the case should be resolved within the family to protect the good name of the family. If the case went through the formal system, the family's name would be ruined in the eyes of the public. So the case was dealt with in the family and not taken to police.

The participant said: "I ask JSMP whether cases like this should be resolved through the traditional system or not, and we ask JSMP's help so that if this

happens again in the future we can contact JSMP and find out how to take it through the formal process.”

5. TRAINING EVALUATION



Above: Training materials in Ainaro

Methodology for evaluation.

JSMP used three methods to evaluate the success of the training.

1. Evaluation forms were distributed at the end of trainings to be filled out by the training participants. The form contains questions requiring responses from the participants about the materials and methods of delivery as well as their appraisal of the training and their own experience. For each question participants could give a score between one and five, where one was “very bad” and five was “very good”. Opportunity was also given to participants to make comments or suggestions for improvement.

2. Questionnaires were given to participants before and after the training in five districts. These first asked participants about their training experience and previous similar training by other organisations so that JSMP could work out what the experience level of trainees was. Other questions tested participants’ understanding of human rights, domestic violence, sexual violence and resolution of cases through traditional and formal processes. These questions were used to evaluate the impact of the training materials on participants.

For those participants who were unable to read and write, JSMP trainers sat with the participants and explained the questions to help those participants complete their forms.

3. Internal Reflection Workshop: WJU also held an internal JSMP staff reflection on and analysis of the training, in November 2005 after the program’s completion. All

staff who had been involved in the training, as well as the JSMP director, were invited. The reflection looked at the successful and less successful aspects of three areas: the participants, the training methodology and the training materials.

Evaluation Form

A total of 322 evaluation forms were returned to the trainers at the end of trainings (the first trainings did not use the forms).

The WJU analysed the results of the evaluation first by district and by counting the number of people who gave each score to each question and also how many people did not respond. Then we compiled all of the results into one table and converted them into percentages. A table detailing the total results of the evaluation is attached to this report. They can be summarised as follows:

Score	Percentage of responses
5	31%
4	41%
3	11%
2	2.3%
1	1.2%
No score	30%

Table 3: Percentage of respondents to JSMP training evaluation who gave an average score between one and five.

JSMP was pleased with these results that showed that in general the training was highly valued and the methodology was appreciated by participants.

From the specific questions it is clear that the best aspect of the trainings for participants was the material and its relevance. To the question: “Did this training have value in your life and work?” more than three-quarters (76%) of respondents gave a score of four or five. The training topics and materials were also rated good or very good by 70% of respondents.

The issues which were scored lowest were on the participant’s own sense of performance. To the question: “To what extent did you understand the information in this training” only 50% of respondents gave a score of high or very high. And to the question: “How do you rate your participation in this training?”, only 46% responded good or very good. But these results should be seen in the context that these were also the least answered questions, to both questions more than 30% did not give an answer.

As seen above, many people did not answer questions on the questionnaire. This could be explained by a number of things. Firstly, many people could not read or write and JSMP staff did not have time to help everyone fill in their form in the time allocated for the evaluation, so some forms were left blank. Second, the form may have been too complex in format and the wording of questions and perhaps people did not understand the questions.

A SAMPLE OF COMMENTS AND SUGGESTIONS FROM PARTICIPANTS

On the evaluation form, participants could write their comments, opinions or recommendations on the training to JSMP. We have chosen responses given by 10 people from 12 districts.

Comments

- The training is very useful in our daily lives.
- We know more about the rights of women, children and the role of police.
- The training was too short.
- The training was very useful for us, and we know more about our rights as women and also we can implement those rights in our lives.
- We really liked the group discussions.
- The training materials were excellent because they increased our knowledge.
- Previously I didn't know the information that was given in the training, but after the training I had better knowledge of the rights of citizens.
- We have learnt about women's rights and that we have to be very careful with our behaviour.
- Some participants were shy and afraid to speak, meaning that sometimes they were passive.
- The formal process for victims of sexual violence and domestic violence is now clearer, and the explanations given matched my own thoughts.
- If JSMP was able to provide continuous training like this then the community would have a better understanding of the formal process.
- It is important for the community to know about rights, and actions that violate others' rights.

Suggestions:

- If possible, the training should be conducted over three days.
- It would be better for the training to focus on women's rights and human rights in general.
- It would be better to have a moderator.
- Must be consistent with the time.
- Request for JSMP to provide training like this in the sub-districts.
- Training like this should be conducted twice a year.
- Training such as this should include female members of the village council.
- It would be good to give specific training on human rights.
- In the future training should be provided in the sub-districts and there should be more female participants.
- It would be better to invite people who need to know about this information, so that the information doesn't just stop at the end of the training, but rather it could be passed on to the community.
- Reduce the use of legal terms, if you want to use such terms then you should give a detailed explanation of the meaning because it can be confusing for us.
- It should be conducted in every corner of the country where people live.

- It would be good to conduct a specific workshop for police (VPU) in all districts.
- We also ask for additional information such as radio programmes, brochures and posters so that we don't forget the information that has been given to us.
- Participants should speak more during the training.

Questionnaire

As well as the evaluation form, in five districts JSMP trainers gave out a questionnaire before and after the training. This was intended to assess how much participants had learned from the training. The questionnaire was devised by staff in the Women's Justice Unit and had ten questions. A copy of the questionnaire is attached.

WJU has not done a full statistical analysis of the questionnaire responses because many of the responses are descriptive and there was similarity across districts. We chose to analyse responses from two districts, Manufahi and Ermera, to describe here. In looking at responses, we have focussed on knowledge of human rights, domestic violence and the process for resolving GBV cases because increasing knowledge in these areas was the aim of the training.

First, the questionnaires show that most participants had not attended any similar training previously. In Manufahi, only five from a total of 28 participants had attended trainings before, mainly on human rights, and four out of five of those were from PNTL. In Ermera District only three people had received previous training, again one police officer but also a village chief and a member of OPMT.

Second, there was surprising consistency in people's knowledge and opinions before the training. Almost all participants had heard of human rights and identified that they belonged to all people. Most people also identified the right to life and the right to speak. Further, almost all participants identified that domestic violence could be a crime but participants consistently stated that GBV cases should be resolved at the family or traditional level first and only taken to the police if the case was very serious or could not be resolved by the families. Very few people knew about the formal justice process, assessed by their knowledge of different court actors.

The post-training questionnaires identify that people had a more complex understanding of each concept taught in the training than before. For example, in Manufahi, 20 out of 28 respondents were able to identify that domestic violence was "physical, psychological or sexual violence in the home between people with a family relationship", instead of between a husband and wife as is commonly thought. But participants were still unsure of who had the right to decide how a case of domestic violence should be resolved. Twelve participants stated that it was the victim, but 13 said it was the right of the village chief and two said it was the decision of the victim's family.

Participants also seemed to gain a better understanding of the role of the police. Twenty of the 28 respondents in Manufahi identified that police had a role in "arresting a suspect; taking the victim to the doctor; and investigating the case." Only five people said that police could carry out mediations in criminal cases, which trainers noted was a common misconception early in the training.

In relation to human rights, more people could identify particular rights, but there was still some confusion about where human rights came from – more than half the participants said that they came from God, not from the international community.

Overall, therefore, the questionnaire reveals that although most people had not been to other formal trainings, they had basic awareness of the concepts of human rights and gender-based violence, but not much knowledge about the formal justice process. The trainings increased people’s level of understanding, particularly in relation to gender-based violence and the role of actors in the formal system. More training is needed however to clarify some areas of confusion and to help participants put the ideas into practice.

6. REFLECTION AND ANALYSIS



Above: Discussion about gender based violence in Ermera

After the JSMP training program was concluded, all JSMP staff involved in the program gathered together to discuss and reflect on the positives and negatives of the JSMP training program and the results of the evaluations. The discussion was split into three topics: training methods, training materials and participants. The results of our reflection and analysis are outlined below.

Training Methods

JSMP staff felt that the training methods were effective and the participants enjoyed the training and felt able to respond to the materials. In particular we felt that the flexible format with a focus on interactive techniques such as:

- discussion
- inviting participants to ask questions
- giving opportunities for people to share stories from their own lives, and
- giving case-studies for small group discussion

were a good model for the training. They gave participants more chance to understand the material and trainers could also monitor how much people were understanding or what the topics of interest were and adjust material accordingly.

Several areas could be improved for future training:

- Discussion was often dominated by only a few active people, while others remained silent.
- Sometimes in the informative sessions people became tired or bored.
- The time was too short for all of the material because often people came late and the material was complex. Also, sometimes the time was not monitored so some topics ran for too long.
- The most dominant group was men, particularly village chiefs. Women were often silent or just responded with “yes I understand” or “it is clear”, but they did not ask questions.
- When discussing domestic violence, the women were very active and tried to engage in debate with the male participants. The males did not take this topic seriously and often made jokes.

Materials

All training materials were prepared by JSMP. We observed that generally the materials were appreciated by the community and the participants were very interested. The positive aspects noted by trainers were:

- A training manual had been prepared so that participants could read and listen at the same time. Also, because sometimes all material could not be presented, participants could read the materials in their own time.
- The manual could also be taken home so that participants could refer to it again or share it with others.
- Distributing brochures on “Information about the Formal Legal Process for Victims of Sexual Violence and Domestic Violence” was good because the brochures are easy to read and help JSMP distribute them to the people who will be able to use them or advise others.
- The topics discussed were good because all of the topics had a relation to the work and lives of people in the community.

As to the topics, the trainers noted that every topic discussed had been of interest to participants because they related to people’s everyday lives. Trainers also noted that they cleared up a lot of misconceptions, like the difference between a human rights violation and a crime, or what domestic violence is.

The hardest topic for people to grasp, and for trainers to make interesting, was the materials on the law and legal process. This was difficult because it was new to many people and was also quite complex. It was clear that many people did not know about what their avenues were in criminal cases, especially cases of domestic or sexual violence.

Aspects of the materials that could be improved:

- The training manual used two languages (Indonesian and Tetum) and this might have been a little confusing for participants.

- Some of the material used academic language or technical legal terms. This may also have been confusing.
- The material in the manual did not include pictures or other things that would make it interesting for readers so they may have been less interested in reading.
- In terms of topics, a new training manual should incorporate all of the changes to the justice sector this year.
- More time should be spent explaining what is a “crime” so that people can understand better the difference between human rights and crimes, and also why domestic violence is a crime.

Training Participants

Positive aspects:

- The selection of participants was generally good for JSMP’s first training programme because they were people of importance in their communities who could spread information to others and were also the people who would directly use much of this information as police or community leaders.
- It also allowed JSMP to meet the local decision-makers in each district and build networks, and also learn from their experiences.
- Participants also came from sub-districts which was good because they often are responsible for their local communities and handle GBV cases directly.
- The mix of participants from many organisations/institutions was good because they could support each other and share experiences about cases they have come across in their lives or work.
- The mix also meant that many groups were able to meet and network so perhaps they could support each other in the future.

It was a bit disappointing that the target number was not reached in some districts. This was because often other events were being held on the same days, or there were difficulties in transport. Also, although this group was a good beginning, JSMP is not sure how far the information will spread down to the grassroots. Women also, although they were often in the majority, were silent because of the number of men around.

Generally trainers thought that all of the most important groups were covered except if they could organise it again they would invite teachers and high school students for discussions on children’s rights.

Things that could be improved in the selection of participants:

- The target number was rarely reached. This is probably because at the district level community leaders have many other responsibilities and often there were other events on the same day. Also, those from the

sub-district or village levels sometimes had to travel far and had transport difficulties.

- Because these people are community leaders, we cannot be sure that they will pass the information down to the community.
- Some women participants were afraid of speaking out in front of a group, especially when there were many men so perhaps more women are needed.
- The trainings did not involve high-school students or teachers but they also come across many human rights/gender issues and are open to learning.

7. RECOMMENDATIONS



Above: Training in Baucau

From the results of the internal and external evaluations above, JSMP makes the following recommendations for training in the area of law, human rights and the legal process:

1. Training or information about the law and the legal process is desperately needed in Timor-Leste. No other organisations are doing this training but people are very interested and keen to learn.
2. Training about women's rights and how to deal with cases of gender-based violence is also very important. Although other organisations are training on women's rights, people still do not have a detailed understanding of domestic violence and the legal avenues for resolving DV cases.
3. Participatory methods of training are the most effective because they allow people to understand topics better and also apply them to their own lives. They are also more fun and interesting. Any future programme should

increase the amount of participatory activities and try including things like games or simulations.

4. The training manual was very useful and effective, but it should be improved by standardising it into one language, simplifying the language and making the format more accessible, for example with pictures.
5. Women do not tend to speak out in larger groups so they should either be trained separately or there should be many opportunities for dividing the groups up so that just women are working and discussing things together.
6. Cut down the number of materials or increase the times for training.
7. Have somebody monitor the time so that the training keeps to the timetable.
8. Make sure that people take topics seriously, even separate men and women when talking about domestic violence so that it does not become a joke.
9. To ensure that information filters down to communities, future trainings should reach into sub-districts or even villages.
10. Separate people into organisation or institutional groups to discuss strategies for change.
11. Make sure that the topics presented are appropriate and presented in a way to suit the participants – if there are many people who are illiterate, they should be very simple.