

# The ACU Future in Youth program

Timor Leste

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# Brief History of Timor Leste

Pre 1940 – Portuguese Colony (Island of Timor split between Portuguese in the East and Dutch in West)

1942 – Timorese fight alongside Australians in WWII. ~60,000 Timorese killed

1975 – Portuguese Administration withdraws

1975 – Indonesia invade from West Timor

1975 to 1999 – Indonesian occupation

1999 – Vote for independence.

Peacekeeping force arrives

2002 – 20<sup>th</sup> May Independence achieved.

UN Joined



(BBC, 2018)

# ACU in Timor Leste

Teachers College

Ambulance service

Barefoot Nurses

Health Science Programs

- Nursing
- Midwifery
- Paramedicine
- Physiotherapy
- OT
- Speech

Future in Youth



# Early History of the Program

Circa 2010 a need was identified

- Courtenay Peters, Prof. Br Jude Butcher, Dr Paul Callery, Dr Ross Smith

Program aims

- Decrease violence
- Increase social engagement
- Increase sport skill
- Fun, Fair, Respect

Increase capacity of local partners



(Myrttinen, 2010)

(Peters, Butcher & Pink, 2011)

(Pink, Butcher & Peters, 2012)

# Capacity Building and Reciprocity

## Capacity Building

- Key focus in two iterations of the program
- Ultimately successful in the first leaving us unneeded
- Remains an important aim of the current program

## Reciprocity

- All partners need to benefit in some way
- Community partners: to meet a community need
- ACU Students and Staff: professional and personal skills

# Capacity Building in our Partner Community

A new need identified

Teachers training primarily theoretical

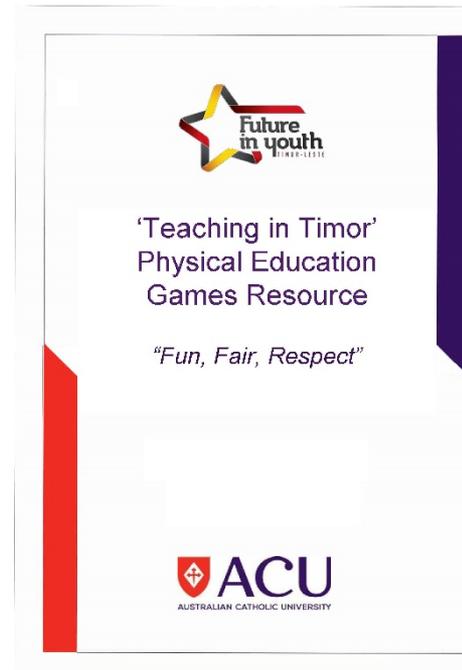
Limited in the amount of practical experience

Limited confidence and capacity to run effective lessons

Sport classes = football

Modelling sessions and then mentoring teachers

Providing resources where needed




9

### Banana Tag (kaer hudi)



**Aim**

- Avoid getting turned into a banana (evita atu la bele sai ba hudi)

**Equipment**

- 2-4 coloured sashes (aitu kor 2-4)

**Set Up**

- Children spread out in play area (labarik sira fehe ba area halimar)
- Select 2-4 children to be taggers (hili labarik 2-4 nehe mak atu hefan kaer)

**How to Play**

- Children run around play area and try to avoid being tagged (labarik sira hatai haleu area halimar nian no koto atu evita husi kaer)
- If a child is tagged, they turn into a 'banana' by standing still with both hands above their head (we karik labarik ne mak hutan kaer, sira set makifak ba "hudi" hodi hamrik ho iman ras lita utun leten)
- Another child can hi-5 the hands of the stationary child (banana) to set them free and continue running (labarik sira seluk se atenasun atu nune labarik seluk na iman labete boot an (hudi) atu halo sira isre hodi kontinua hela)
- Choose new taggers each round (hili ema foun atu kaer ba kada ronde)

**Variations**

- Change the movement to running, skipping or side-stepping (troka movimentu ba hatai, haksot, ka hatai ba sorin)

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# Current Program Design

Multiple visits to most schools

3 – 6 schools per day

Demonstrate sessions and then invite teachers to engage

New intensive school visits



2019

- 24 schools
- 2000+ students
- 50 – 60 teachers



# Capacity Building in Students and Staff

## Professionally

- Exercise prescription
- Exercise leadership
- Team work
- Communication
  - Language skills (Tetun)
  - Non-verbal communication skills

## Personally

- Capacity for meaningful relationships
- Leadership
- Empathy



# Empathy – The role of Cultural Emersion and Reflection

## Cultural Emersion

- Home stay style accommodation – Melitas
- Exploring the locale
  - Markets
  - Games and sports with locals
  - Lived in Timor, not just visited



# Empathy – The role of Cultural Emersion and Reflection

Workplace integrated learning

- Won't just happen
- Needs to be supported, scaffolded.

Reflection

- Part of the program from day one
- Refined in successive years
- Before, during and after



# Lessons learnt, Concerns and Considerations

Listen, don't tell

Trust

We are building on a legacy

Sustainability



# The Future?

We hope to one day not be needed in this role

In the meantime

- Develop more resources
- Continue improving skills in teacher engagement/leadership
- Look for roles for other disciplines
- Continue listening



# Thank You!

