

# FROM TIMOR-LESTE TO AUSTRALIA

SEVEN FAMILIES, THREE GENERATIONS  
TELL THEIR STORIES



Edited by  
**JAN TREZISE**

**From Timor-Leste to Australia**  
Seven families, three generations  
tell their stories

**Teaching Notes**

# **FROM TIMOR-LESTE TO AUSTRALIA**

## **SEVEN FAMILIES, THREE GENERATIONS**

### **TELL THEIR STORIES**

**Edited by Jan Trezise**

## **TEACHING NOTES**

### **BY LYNNE MOLLER**

These notes are for teachers to use to encourage discussion of the various concepts in the book. The notes cannot be sold for commercial profit.

Recommended year levels: 9-12

1. Themes, Ideas and Values
2. Book Background
3. Curriculum Activities
4. A Brief Chronology of East Timor
5. Maps
6. Other Resources

Print ISBN: 9780987381101  
ePub ISBN: 9780987381347  
ePDF ISBN: 9780987178596

*From Timor Leste to Australia* is collection stories from a remarkable, courageous, and resilient people, who endured so much, just on our doorstep.

The East Timorese have a special place in Australian history. From 1975 to 1999, violent conflicts over power, land and resources caused disruption and horrific loss and dislocation to the East Timorese people. Men, women, children, and even grandparents, were forced to flee their beloved homeland, their culture, their language, their families. Refugees arrived in Australia, the majority settling in Melbourne, quietly making new lives.

Until now, their stories, written by people in the East Timorese community in Melbourne's City of Casey, have not been recorded and published. With a heritage tied so closely to Australia in so many ways, this collection represents an essential part of the great story of migration, whether voluntary or forced, to this country particularly in the last 50 years.

# 1. THEMES, IDEAS AND VALUES

There are several key ideas, themes and values which flow through this work and are relevant to many learning areas. They include:

- Family
- War and dispossession
- Refugees and immigrants
- Human rights
- Neighbourliness and citizenship
- Compassion
- Courage
- Fear
- Freedom
- Hope
- Humility
- Resilience
- Loyalty

Students should be able to explain how East Timor's culture has been influenced by their history, why and when people sought refuge from their country and the country's relationship with Australia.

## GENERAL CAPACITY: INTERCULTURAL UNDERSTANDINGS

This book will go a long way towards developing intercultural knowledge and understanding as an essential part of living with others in the diverse world of the twenty-first century.

## CROSS CURRICULUM COMPETENCIES: ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA.

This book will strengthen student's knowledge of Asia and Australia's engagement with Asia as it focuses on people from Timor-Leste and their stories, with many characters migrating to Australia.

## LEARNING AREAS

In **English**, intercultural understanding encourages students to make connections between their own experiences and the experiences of others.

- Responding to texts: Students can explore the various narrative devices used to tell the stories of these refugees.
- Writing: Students can explore their own pasts and write their own style of narrative or write about how they might feel in this situation.

In **Humanities**, understanding Asia and Australia's relationship to Asia helps students explore Australia's place in a globalised world.

- Civics and Citizenship: Students can explore what it means to be an Australian citizen, as well as the process of becoming an Australian citizen.
- Geography: Students can learn more about East Timor and Indonesia, two of Australia's closest neighbours.
- History: Students can explore the history of East Timor and the long relationship between East Timor.

## 2. BOOK BACKGROUND

The inspiration for publishing this book came from the members of the seven families who have shared their personal journeys with us and particularly their long struggle for their nation's independence. We thank them for their time, honesty and openness. By allowing us to document their inspirational stories and providing us with copies of their unique family photos, they have made an important contribution to the recording of Timor Leste and Australian history.

The initial interviews of the family members were conducted over several months by students from Gleneagles Secondary College. The students documented the stories and provided us with the raw manuscript for the book.

## 3. CURRICULUM ACTIVITIES

All activities have been matched to a corresponding Australian Curriculum and Scootle code or codes. These activities and codes are suggestions only and not an exhaustive list, and may require adjustments due to the needs of a class. They can be adapted for classes of any age, but these resources are targeted at year 9 and above.

### INTRODUCTORY ACTIVITIES

#### **East Timor: An overview**

*Cross curriculum priorities: Asia and Australia's engagement with Asia*

For students unfamiliar with this area, it is very useful to start with the facts.

Complete a pre-test using a mind map to describe what they know and what they think they know about the country, including location, population, history, government structure and languages spoken.

Using the internet, the chronology at the end of the book (also supplied in the teaching notes) and other available texts, get students to explore the history and current situation of the country. Some prompts include:

- Timor-Leste or East Timor
- Geography, population and main cities
- Socioeconomic status: GDP, main exports
- Political structure: major parties, government structure, current president and prime minister
- Religion
- Relationship with Australia
- Culture: sports, cuisine, official and unofficial languages

Afterwards, use a written task to help students evaluate their own learning. Some prompts include:

- I was surprised to find out that ...
- The most interesting thing was...
- I'd like to know more about...
- This reminded me of ...
- Someone who would be interested in this would be ... because ...

## Country Comparison

ACHGK076, ACHGK078, ACHGK077

Living conditions in Timor-Leste vary greatly to those in Australia. The table below compares some of the development statistics collected by the UN for Australia and Timor-Leste. Remember these statistics are often estimates only, and may be about the average person – some individuals will be better off and others will be worse off.

Indicator	Timor-Leste	Australia
Population	1.2 million	21.5 million
Urban population	28%	89.1%
Gross National Income per capita (US\$PPP)	\$5,303	\$38,692
Population with an improved water source	69%	100%
% workforce in agriculture	90%	3.6%
Population without electricity	81.9%	n/a
Average years of schooling	2.8 years	12.0 years
Population living on less than US\$1.25 (PPP) a day	37%	0%
Under-5 mortality rate (deaths per 1,000 live births)	56	5
Life expectancy at birth	68.7	82.4 years
Human Development Index rank (out of 169 countries)	120th	2nd

Sources: [UN 2010 Human Development Report](#); [UNICEF](#); [CIA World Factbook](#)

Based on the information provided, list three things you think would be similar about life in Timor-Leste and life in Australia, and three things you think would be different.

Please see appendix for printable resources for this activity.

## LEARNING ACTIVITIES

### Book values

ACELTI767

Give 3 examples from the text where the following themes are explored:

Resilience			
Happiness			
Achieving your goals			
Courage			

Please see appendix for printable resources for this activity.

### Human rights

ACDSEH023, ACHHS183

As a class, compare needs, wants and rights of humans. Afterwards, examine the [Universal Declaration of Human Rights by Youth for Human Rights](#).

- Which of these rights did the families in the text fight for? Give examples or quotes to back up your answer.

### War and dispossession

ACHGK058

*From Timor-Leste to Australia* explores the history of families who had to leave their country after a war. Discuss with students why a family might leave a country after a war.

- What are some of the reasons why people seek refuge now? Are they similar to the reasons given by the families in this story?

- This book shows that people can survive war and find new opportunities. What gives people the strength to go on?
- Discuss the word 'hope' with your students.
  - What is hope?
  - What gives them hope?
  - What do they hope for?

### *ACHCS102*

Students are to list 10 items that will fit in a suitcase that will show something about the life they lead and to remind them of home. For example, Australia has been invaded and they have to leave in a hurry. They are not allowed to take food or pets. They may be separated from their parents. They may suggest technological items like mobile phones, but if they do, talk about power, battery life, internet connection and other technological considerations.

When they have written their list, they should take a moment to look at it and see just what it says about who they are. Ask students to reflect upon their lists. Reflection prompts could include:

- What does my list say about my beliefs?
- What does my list say about my family?
- What are two personal things about me from my list?
- What does my list say about Australia and what it means to me?

### **Neighbourliness and Citizenship**

#### *ACHCS101, ACHCS102*

In the text, themes of neighbourliness, empathy, citizenship and strength appear often.

- What gives people in such dangerous situations the strength to go on? Do the stories give you any indication of how the various families overcame their fear?
- Pick one story from the book and put yourself in their shoes. How would you help a new family who has just moved in next door?
- Write a letter to school children in East Timor about life in Australia and ask them to respond by describing life in East Timor now.
  - Contact Friends of Ermera Friendship Schools coordinator to find out more at [withoneplanet.org.au/connecting-schools/](http://withoneplanet.org.au/connecting-schools/) or enquire your local government for the names of support groups who have connections with East Timor and find out if they have Friendship Schools.
- Discuss publicising East Timor's Independence day at their school. East Timor gained their Independence on the 20th May 2002. This can be undertaken in many ways:
  - Fundraising for Friendship schools in East Timor
  - Speeches at assemblies
  - Posters/Displays around the school

### **Family**

#### *ACHCS089*

Family plays a central role in the text, and for many, family is an important part of what makes your identity and fosters a sense of belonging.

- What is a family? What makes a family?
- In pairs or small groups, ask students to write a list of things that someone might use to describe their identity (e.g. gender, age, country of birth/residence, religion, culture, sexuality, hobbies, their look, their friends, music they listen to).
- What do the following words mean to you: community, relationships, loyalty

- How do the following two statements relate to belonging to a family as shown in the text?
  - Belonging to a group or community gives us a sense of identity
  - Belonging makes us stronger

### **Refugees and immigrants**

*ACELA1564, ACHCK080*

Refugee Week is celebrated every year and is a Refugee Council of Australia initiative. This book was launched during Refugee Week in 2018. Visit the Refugee Week website and the Australian Human Rights Commission website.

- Define ‘refugee’ and ‘asylum seeker’? How do they differ?
- From which countries are refugees now coming to Australia?
- You could explore Government policy, attitude and treatment of refugees over the years, or compare the treatment of these families with the current treatment of detainees today.
- Compile an annotated media file of at least 4 articles about current refugee policy in Australia.

## **WRITING SPECIFIC ACTIVITIES**

*ACELT1814, ACELT1815, ACELY1813, AECELY1776*

### **Multicultural classrooms**

In your class you may have many students who have come from different countries. Share their stories in class. Look at a map or globe to find their country before talking about their experiences:

- Were any of them born in another country?
- Were their parents born in another country?
- What do they have at home that reminds them of where they came from?

### **Memoir writing**

Discuss the various narrative devices used in this book to convey the feelings of the family members, and then get students to write a first-person memoir. Style could include:

- Memoir
- Short story
- Letter
- Essay
- Diary entry
- Biography
- Reportage

### **Writing with the senses**

Practice writing down everything they can sense in class (hear, see, smell, touch, etc.). Then describe the classroom. Recalling the facts is one thing, but it’s about the feeling of being there. In their memoir, get students to concentrate on the feelings. You could practice with pictures of different pairs of shoes: ‘write in their shoes’.

### **Conduction an interview**

Conduct an interview with a person who has settled in Australia after leaving their home country. Use this interview to write a) a first-person narrative, b) a newspaper article, or c) a diary.

## 4. A BRIEF CHRONOLOGY OF EAST TIMOR

---

**1518** One of the first Portuguese to visit the island, Duarte Barbosa, wrote: “there’s an abundance of sandalwood, white, to which the Muslims in India and Persia give great value and where much of it is used”. Dutch administrator Schulte-Nordholt also refers to the interest it represented for the Portuguese. Other products were exported such as honey, wax and slaves, but trade relied mainly on sandalwood. For almost 500 years, East Timor was a Portuguese colony.

---

**1942 - 1945** Japanese occupy East Timor throughout World War II. 40,000 East Timorese die as a result of the War.

---

**1945** Youth resistance begins campaign of entering foreign embassies in Jakarta.

---

**1 May 1959** Armed uprising against the Portuguese administration based in Wato Lari and Wato Karbau, near Viqueque. A series of riots and attacks on Portuguese posts occurred and the Portuguese were forced to raise a militia in the neighbouring area of Los Palos to put down the rebels.

---

**25 April 1974** The left wing coup, the Revolução do Cravos (the Carnation Revolution) takes place in Portugal, resulting in the first step towards East Timor’s decolonization.

---

**May 1974** Decolonization begins with the (Portuguese) Governor announcing general elections and calling for the establishment of political parties.

---

**October 1974** Indonesia begins a covert destabilization operation, including subversive radio broadcasts from across the border in West Timor.

---

**March 1975** General elections begin.

---

**July 1975** In local elections held under the auspices of the decolonization committee, 90% of the newly elected are FRETILIN.

---

**October 1975** Indonesia begins attacks across the border from West Timor. On 16 October five foreign journalists (including Australia) are killed in Balibo.

---

**28 November 1975** FRETILIN declares ‘The Democratic Republic of East Timor’

---

**30 November 1975** The Balibo Declaration inviting Indonesians to liberate East Timor is signed by compromised UDT and APODETI leaders.

---

**7 December 1975** Indonesia launches a full-scale air and sea invasion on East Timor.

---

<b>12 December 1975</b>	The UN General Assembly calls on Indonesia to withdraw.
<b>22 December 1975</b>	The UN Security Council condemns the invasion.
<b>February 1976</b>	60,000 East Timorese have been killed since the invasion.
<b>November 1976</b>	More than 100,000 East Timorese have died.
<b>July 1976</b>	President Suharto declares East Timor as Indonesia's 27th Province.
<b>28 November 1977</b>	The UN General Assembly rejects integration and calls for an act of self-determination for East Timor (and the UN General Assembly continues to call for self-determination for the people of East Timor by passing resolutions until 1982.)
<b>10-11 June 1980</b>	An attack on Dili is mounted by resistance forces.
<b>4 May 1982</b>	Elections are held in East Timor in which the official Indonesian party Golkar win 98.8% of the vote.
<b>3 November 1982</b>	UN General Assembly again condemns the annexation and calls for an act of self-determination. The UN Secretary General is instructed to initiate discussions with "all concerned parties".
<b>1983</b>	During the 1980s, Xanana makes a number of attempts to come to a peaceful settlement with the Indonesian invaders. Along with war-weary Indonesian troops localized cease-fires are negotiated, and in March a regional cease-fire is agreed upon by Xanana and Indonesian military representatives. But in August the Kraras massacre signals the end of the cease-fire. In September, a state of emergency is declared and a new Indonesian offence, Operation Unit, is launched.
<b>18 August 1985</b>	Australian Prime Minister Bob Hawke recognizes Indonesian sovereignty over East Timor on behalf of his Labour Government.
<b>24 September 1985</b>	After again deferring action on East Timor, the UN oversees the first formal contacts between Portugal and Indonesia since the invasion.
<b>9 December 1985</b>	Australian and Indonesian governments announce that they will jointly develop the petroleum reserves in the Timor Gap.
<b>1987-1988</b>	In a reorganization of the resistance structure, Xanana declares FALINTIL (the armed wing of the resistance) a non-partisan 'national' army. In 1988 he relinquishes membership of the political party FRETILIN, believing the fight for a free East Timor transcends political loyalties. He establishes the National Council of Maubere Resistance (CNRM) and is declared leader.

<b>October 1989</b>	Pope John Paul II visits East Timor and a huge demonstration in Díli signals the beginning of a phase of urban political demonstrations organized by the emerging youth resistance.
<b>Late 1991</b>	The Resistance begins to prepare for the visit of the Portuguese Parliamentary Delegation, planning a formal ceremony.
<b>28 October 1991</b>	Two youth are killed on the steps of a Catholic Church in Díli.
<b>12 November 1991</b>	Hundreds of Timorese in Díli participate in a funeral procession for their two friends killed in the church in Díli. Along the route to the cemetery, banners are unfurled, protesting the cancellation of visit of the Portuguese Parliamentary Delegation, while others call for freedom for East Timor, in front of the Western journalists who were in East Timor preparing for the visit of the Portuguese parliamentarians. The Indonesian troops descend on the funeral march and open fire on the unarmed students. Hundreds of Timorese are trapped inside the cemetery wall, and are killed. The journalists smuggle out the videotapes of the funeral march/demonstration and the events are shown on television worldwide.
<b>November 1992</b>	Xanana is captured by the Indonesian soldiers.
<b>February – May 1993</b>	Xanana’s trial in Díli. He is sentenced to life imprisonment and refused to make a statement in his defence. Ma’Huno becomes the leader of the resistance in East Timor but is soon captured. Konis Santana then becomes leader of the resistance.
<b>1994</b>	Youth resistance begins campaign of entering foreign embassies in Jakarta.
<b>January 1994</b>	UN Special Rapporteur on East Timor visits Xanana in Cipinang prison in Jakarta to formulate new initiatives for the next round of talks between Indonesia and Portugal.
<b>June 1995</b>	The UN sponsors talks between pro- and anti-independence East Timorese (The All Inclusive Intra-Timorese Dialogue – AIETD)
<b>July 1995</b>	Half of the East Timorese signatories to the “Balibo Declaration” retract.
<b>August 1995</b>	Xanana is put in solitary confinement for writing a letter to the UN sponsored Beijing World Women’s Conference.
<b>19-22 March 1996</b>	Second UN Sponsored Intra-Timorese Meeting. The final statement does not include the demands of the external Timorese resistance, including the release of Xanana.
<b>27 June 1996</b>	Eighth round of Talks between Indonesia and Portugal; the only resolution is to build a Timorese cultural center in Díli.

<b>October 1996</b>	The Australian Senate passes unanimous motion supporting East Timor's self-determination.
<b>December 1996</b>	The Nobel Peace Prize is awarded jointly to José Ramos Horta and Bishop Belo.
<b>October 1997</b>	Third and final AIETD Talks.
<b>April 1998</b>	The National Timorese Convention is held in Portugal, which establishes the CNRT (The National Council of Timorese Resistance) to replace CNRM. This non-partisan national organization is the new umbrella for Timorese resistance. It brings together different political nationalist organizations and unanimously elects Xanana as President.
<b>May 1998</b>	Indonesian President Suharto resigns following student pro-democracy pressure from the Indonesian public.
<b>5 August 1998</b>	Agreement between Indonesia and Portugal at the UN to undertake, under the auspices of the UN Secretary General, negotiations on a special status based on a wide-ranging autonomy for East Timor.
<b>20 November 1998</b>	Portugal suspends talks with Indonesia after reports of a massacre.
<b>January 1999</b>	The Australian government changes its foreign policy and support's East Timor's right to self-determination.
<b>February 1999</b>	Xanana is moved to house arrest in Jakarta. He warns of further possible violence and calls for international armed peacekeepers in East Timor.
<b>3 March 1999</b>	Indonesian President Habibie announces that if, in a "process of consultation", the majority of East Timorese rejected autonomy in favour of independence, Indonesia would grant Independence. The CNRT and international solidarity groups, together with several countries, begin to call for a cease-fire, disarmament and real Indonesian troop reductions.
<b>5 May 1999</b>	Agreement between Indonesia, Portugal and the UN to put a special autonomy framework to the East Timorese people through a "popular consultation" and for the UN to establish a UN Mission, UNAMET, in East Timor to implement the referendum. The Government of Indonesia is made responsible for maintaining peace and security in order that the popular consultation could be "carried out in a fair and peaceful way in an atmosphere free of intimidation, violence or interference from any side".

---

**11 June 1999** The UN Security Council formally establishes UNAMET through the end of August 1999. In resolution 1246 (1999) adopted unanimously, the Council endorses the Secretary-General's proposal for a mission including up to 280 civilian police officers to advise the Indonesian Police, as well as 50 military liaison officers to maintain contact with the Indonesian Armed Forces. The Council stresses again the responsibility of the Indonesian Government in the maintenance of peace and security in East Timor to ensure the integrity of the ballot and the security of international staff and observers.

---

**18 June 1999** At a press conference in Díli, SRSG Ian Martin says that continuing violence has forced tens of thousands of East Timorese from their homes, creating a "serious obstacle" to preparations for the vote on the future of the Territory.

---

**24 August 1999** Indonesian authorities assure UNAMET that they will try to create a secure environment. Members of the UN Security Council express strong concern at the continuing campaign of intimidation and violence in East Timor and call on the parties to fulfill their commitments to disarm and store their weapons.

---

**26 August 1999** The UN Security Council extends UNAMET's mandate until 30 November. In a unanimous vote, the Council adopts Resolution 126 (1999) endorsing the Security General's proposal to restructure the UN Mission in East Timor for the interim phase after the 30 August vote.

---

**30 August 1999** Referendum is carried throughout East Timor, and at key sites for Timorese living abroad. At least 95% of those registered, vote.

---

**2 September 1999** Pro-integration militias, at times with the support of elements of the Indonesian security forces, launch a campaign of violence, looting and arson throughout the entire Territory.

---

**4 September 1999** Results of the ballot are announced: 78.5% of East Timorese vote for independence by indicating the CNRT flag on the ballot (and thus rejecting the proposed special autonomy arrangement with Indonesia).

---

**September 1999** The pro-integration militias, with substantial Indonesian military backing, engage in a period of uncontrolled terrorism. An unknown number of East Timorese are killed, and over 200,000 are forcibly displaced into West Timor and other parts of Indonesia. Xanana is released amidst military slayings in East Timor. He takes temporary refuge in the British Embassy and then flees to Darwin after receiving death threats. From there he goes to the UN in New York to appeal for immediate armed intervention by the international community, as well as to seek humanitarian assistance for the Timorese.

---

<b>15 September 1999</b>	The UN Security authorizes an Australian-led multinational force, INTERFET, to restore peace and security in East Timor. Xanana returns to a devastated East Timor and makes emotional pleas for all Timorese to return home, to forgive and to rebuild.
<b>25 October 1999</b>	The United Nations Security Council, by resolution 1272 (1999), establishes the United Nations Transitional Administration in East Timor (UNTAET). The Mission comprises three main components: governance and public administration; humanitarian assistance and emergency rehabilitation; and a military component with an authorized strength of up to 8,950 troops and 200 military observers. UNTAET is led by the Special Representative of the (UN) Secretary General (SRSG) Sergio Vieira de Mello.
<b>27 October 1999</b>	The Consolidated Inter-Agency Appeal for East Timor, led by the World Bank, is launched in Geneva to request \$199 million to meet humanitarian needs through June 2000.
<b>31 October 1999</b>	The last Indonesian troop leaves East Timor.
<b>27 November 1999</b>	The SRSG signs the first of a series of legal instruments setting out the terms of UNTAET's administration of the territory.
<b>2 December 1999</b>	The SRSG signs Regulation 1999/2 on the establishment of the National Consultative Council (NCC), a 15-member joint East Timorese-UNTAET body, through with the representatives of the people of East Timor can actively participate in the decision-making process during the transition period.
<b>3 December 1999</b>	UNTAET establishes, by regulation 1999/3, a Transitional Judicial Service Commission comprising five individuals, three East Timorese and two internationals.
<b>23 February 2000</b>	INTERFET formally transfers its military command of East Timor to UNTAET.
<b>27 March 2000</b>	The East Timorese Police Academy is established.
<b>28 April 2000</b>	The East Timor Postal System commences operation.
<b>12 May 2000</b>	The Díli District Court commences its first public proceeding.
<b>30 May 2000</b>	At the opening of the Conference on Reconstruction, UNTAET proposes a period of co-governance between UNTAET and East Timor prior to a full transfer of authority.

---

<b>21 June 2000</b>	UNTAET and CNRT agree on a new composition and structure for consulting with East Timorese on legislative and policy matters, called the National Council. The National Council has 33 members, which includes 13 representatives from the districts, seven representatives from CNRT and three representatives from other political parties. Its other members represent youth, women's groups, and non-governmental organizations, as well as the Catholic, Protestant and Muslim communities, professional and farmer's associations, the labour movement and the business community. All members, including the chair of the NC are East Timorese.
---------------------	--

---

<b>12 July 2000</b>	The NC adopts a regulation establishing a Transitional Cabinet comprised of four East Timorese and four UNTAET representatives. The first 50 graduates of East Timor's Police Academy officially take up their functions as police officers.
---------------------	---

---

<b>6 September 2000</b>	Three UNHCR staff are murdered in Atambua, West Timor, following an attack by armed militias on the UNHCR office.
-------------------------	---

---

<b>8 September 2000</b>	The UN Security Council adopts resolution 1319 which insists "that the Government of Indonesia take immediate additional steps, in fulfillment of its responsibilities, to disarm and disband the militia immediately, restore law and order in the affected areas in West Timor, ensure safety and security in the refugee camps and for humanitarian workers, and prevent cross-border incursions into East Timor."
-------------------------	---

---

<b>12 September 2000</b>	The East Timor Transitional Cabinet approves the establishment of the East Timor Defence Force (ETDF) with former FALINTIL soldiers representing the core of the 3,000 strong force.
--------------------------	--

---

<b>17 March 2001</b>	UNTAET begins civil registration.
----------------------	-----------------------------------

---

<b>9 June 2001</b>	The East Timor resistance umbrella organization CNRT is dissolved to make way for a range of political parties to participate in the upcoming election for a Constituent Assembly.
--------------------	--

---

<b>15 July 2001</b>	The Transitional Cabinet and the National Council dissolve and elections begin for an 88 member Constituent Assembly, who's mandate will be primarily to draft the constitution of East Timor.
---------------------	--

---

<b>30 August 2001</b>	Election for a Constituent Assembly, East Timor's first democratic elections.
-----------------------	---

---

<b>6 September 2001</b>	FRETILIN is declared the winning party, with 57.3% of the vote, in East Timor's Constituent Assembly elections.
-------------------------	---

---

<b>20 September 2001</b>	24 members of the new all-East Timorese Council of Ministers of the Second Transitional Government are sworn-in.
--------------------------	--

---

---

<b>22 October 2001</b>	The President of the Constituent Assembly signs a resolution approved by the Assembly that UNTAET hand over sovereignty to elected Timorese government institutions on May 20, 2002.
------------------------	--

---

<b>26 October 2002</b>	The first East Timor Defence Force battalion is formally inaugurated.
------------------------	---

---

<b>31 October 2002</b>	<p>The Security Council endorses Secretary-General Kofi Annan's recommendations that the United Nations continue its role in East Timor after the territory's independence next year, stressing that a premature withdrawal of the international presence could have a destabilizing effect in a number of crucial areas.</p> <p>The Constituent Assembly votes to transform itself into East Timor's first legislature upon final approval of the Constitution.</p>
------------------------	--

---

<b>31 January 2002</b>	The UN Security Council unanimously adopts resolution 1392 (2002) extending the mandate of UNTAET until 20 May 2002.
------------------------	--

---

<b>22 March 2002</b>	East Timor's Constituent Assembly approves and signs East Timor's first Constitution.
----------------------	---

---

<b>14 April 2002</b>	East Timorese presidential elections are held. Francisco da Amaral, Deputy Speaker of the Constituent Assembly and Xanana Gusmao stand as the only two candidates.
----------------------	--

---

<b>17 April 2002</b>	Xanana Gusmão is announced as President-elect of East Timor after capturing 82.7 per cent of the vote in the presidential elections.
----------------------	--

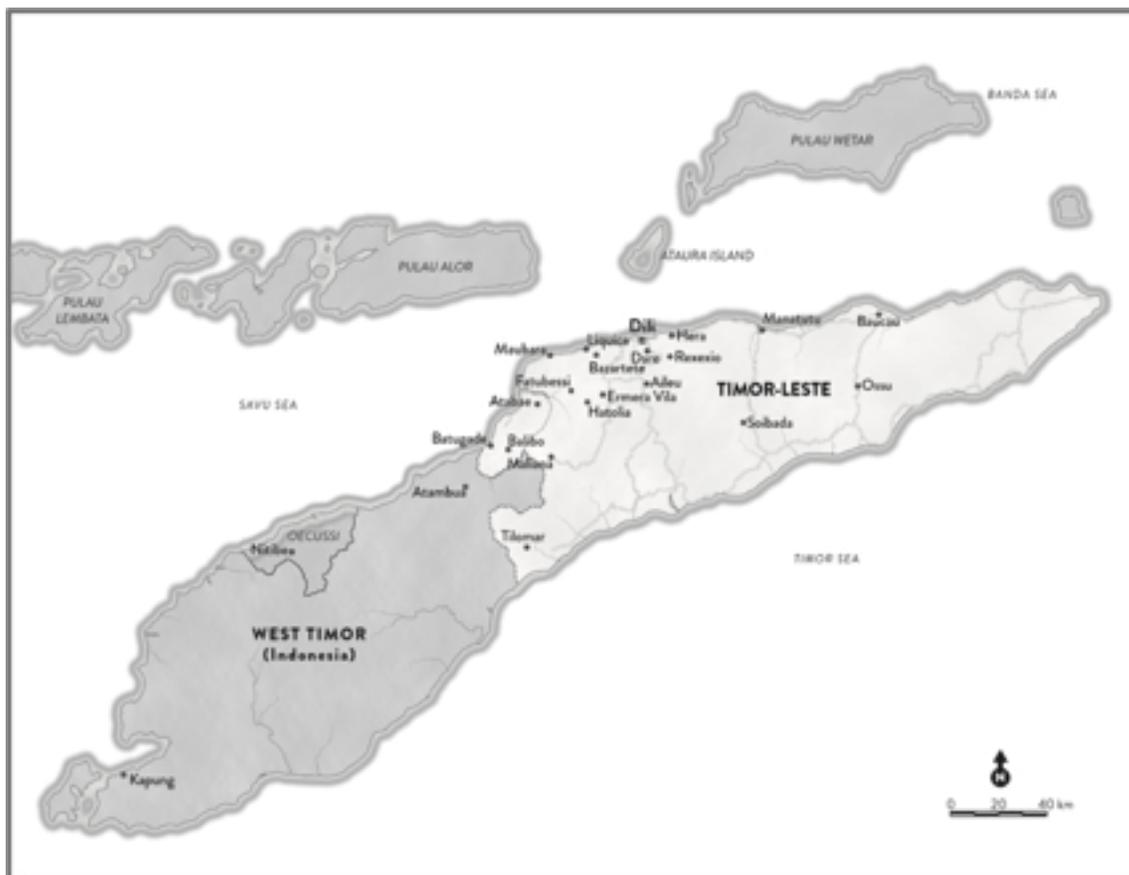
---

<b>20 May 2002</b>	East Timor becomes an independent nation. Xanana Gusmao is formally sworn in as the First President of East Timor. The first Cabinet of the Democratic Republic of East Timor is sworn in, with Mari Alkitiri as Prime Minister. The National Parliament votes unanimously for East Timor to join the United Nations. This resolution is made before many leaders of the world, including the UN Secretary General, in Díli, East Timor.
--------------------	--

---

Source: Australia East Timor Friendship School Project Booklet, Alola Foundation

# 5. MAPS





## 6. OTHER RESOURCES

### BOOKS

- *The Bone Sparrow* by Zana Fraillon (Hatchette Australia)  
Subhi is a refugee born in an Australian permanent detention centre after his mother fled the violence of a distant homeland. Life behind the fences is all he has ever known.
- *The Island* by Armin Grede. (Allen and Unwin)  
This book is a metaphorical account of the way in which prejudice and fear create artificial barriers between people which they use to exclude others in order to 'protect' themselves. It offers reasons for why refugees exist and why detention centres and refugee camps have become so prevalent throughout the world. An excellent way to introduce a discussion about refugees.
- *The Little Refugee* by Anh Do, Suzanne Do, Bruce Whatley (Allen and Unwin)  
Or *The Happiest Refugee: A Memoir* by Anh Do (novel version)  
The story of one family's survival against the odds and the transforming power of hope.
- *Refugee (It Happened to me)* by Angela Neustatter. (Hatchette)  
The book features extended interviews with six children/young adults who are refugees or asylum seekers. They come from various countries including Kosovo, Somalia, Afghanistan and Romania.

### DVDS

- *Beatrice's war* (Fair Trade Films 2013. 98 mins)  
With the Indonesian invasion of East Timor as a backdrop, the passionate and committed Beatriz perseveres hardship as she awaits the return of her missing husband.
- *Timor Leste we forget / Mary MacKillop East Timor Mission* (Albert Street Productions, 2011. 59 mins)  
The video was made about the history of East Timor and about the work of the Mary MacKillop East Timor Mission there as one Australian response to the situation of the Timorese people.

### INTERNET RESOURCES

- Amnesty International  
<https://www.amnesty.org.au/>  
This site outlines temporary protection visas, mandatory detention of asylum seekers, the refugee determination process and other relevant topics; it also contains Teacher Resources on Human Rights issues.
- Australia Timor Leste Friendship Network  
<http://www.austimorfn.org/friendship-groups/>  
The Network (AusTimorFN) brings together 'Friendship Groups' that

operate across Australia and in Timor-Leste, to bring about the better flow of information between the groups and with partner communities in Timor-Leste. AusTimorFN also facilitates liaison and coordination with the Government of Timor-Leste on behalf of the Friendship Group movement

- Timor Leste: Towards Democracy  
<http://timorlestepastandpresent.weebly.com/>  
Some interesting lesson material.
- Refugee Council of Australia (RCOA)  
<https://www.refugeecouncil.org.au/>  
This site offers facts, statistics and useful information about refugees. It contains a list of 'Myths About Refugees' which could be used to provoke discussion with students and to test their own biases and opinions, and a list of 'Frequently Asked Questions' which outlines the definition of refugees, asylum seekers and other issues.
- With One Planet  
<http://withoneplanet.org.au/connecting-schools/>  
WithOnePlanet provides opportunities for Australian schools to connect and engage with school communities in Timor Leste and build mutually beneficial two-way relationships. This engagement can be explored through the use of communications technology and/or through student/teacher travel programs to Timor Leste, staying in villages and exploring local culture.

## **WORLD VISION RESOURCES**

- Country profile: Timor Leste  
<https://www.worldvision.com.au/docs/default-source/school-resources/country-profile---timor-leste.pdf?sfvrsn=0>  
This resource gives students a brief outline of Timor-Leste's geography, people, history, economy, educational issues, and living conditions. It includes a map and a table comparing Australia and Timor-Leste against key development indicators, as well as an outline of World Vision's work in the country.
- Life in Timor Leste  
[https://www.worldvision.com.au/docs/default-source/school-resources/timor-lest-photo-kit-and-worksheet-\(p-22\).pdf?sfvrsn=0](https://www.worldvision.com.au/docs/default-source/school-resources/timor-lest-photo-kit-and-worksheet-(p-22).pdf?sfvrsn=0)  
Using photos students examine what life is like in Timor-Leste
- Get Connected: Global Inequalities  
<https://www.worldvision.com.au/get-involved/school-resources/detail/get-connected-global-inequalities>  
It examines Timor-Leste as a case study and includes a DVD that explores the inequalities between Australia and our nearest international neighbour.



## LIFE COMPARISON: TIMOR-LESTE AND AUSTRALIA

Indicator	Timor-Leste	Australia
Population	1.2 million	21.5 million
Urban population	28%	89.1%
Gross National Income per capita (US\$PPP)	\$5,303	\$38,692
Population with an improved water source	69%	100%
% workforce in agriculture	90%	3.6%
Population without electricity	81.9%	n/a
Average years of schooling	2.8 years	12.0 years
Population living on less than US\$1.25 (PPP) a day	37%	0%
Under-5 mortality rate (deaths per 1,000 live births)	56	5
Life expectancy at birth	68.7	82.4 years
Human Development Index rank (out of 169 countries)	120th	2nd

# FROM TIMOR-LESTE TO AUSTRALIA

Give 3 examples from the text where the following themes are explored:

Resilience				
Happiness				
Achieving your goals				
Courage				