

Mary MacKillop Institute of East Timorese Studies

# Report 2004



*Jakulin and his brother at Fahi Kulau*

# CONTENTS

<b>Preamble</b> .....	1
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## **1. Literacy in Tetun Language**

- Tetun Literacy Educational Resources.....3
- Tetun Literacy Development and Training..... 4
- Student Support.....6
- Music .....10
- Religious Education Resources.....11

## **2. Community Health Education**

- Community Health Resources.....12

## **3. Justice Issues**

- Compassionate Care.....13
- Justice Education.....14

## **4. Networking & Communication**.....16

## **5. Resource Development**.....17

## **6. Structure**.....18

## **Appendices**

1. Students and Schools in the Diocese of Dili 2003/2004
2. Total Books and Resources distributed 2003/2004
3. Distribution of MMIETS books and resources to other than the Dili Diocese

# Preamble

The Mary MacKillop Institute's contribution to the development of the East Timorese people is principally in education, but all the hopes of the people are the subject of our interest, support and prayer. The following report for the year 2003-2004 addresses the focuses in our Plan of Action 2003-2006

The year 2004 saw the 10<sup>th</sup> anniversary of the Mary MacKillop Institute. Friends gathered at Mount Street, North Sydney on August 8th to recognise our deep links with the Timorese people and to salute their local languages. The occasion allowed us all to reflect on the events of the last few years and to acknowledge the great struggle of the Timorese people for national and cultural freedom, and to ponder with them their amazing success. We would like to pay special tribute to the Leaders of the Sisters of St Joseph, both present and past, including Sister Mary Cresp, whose insight enabled the establishment of the Institute in 1994. We sincerely thank all donors and all staff. We thank and congratulate the Leaders of the other Religious Congregations which are part of the Institute, the Daughters of Our Lady of the Sacred Heart and the Little Company of Mary.

This anniversary was the occasion for the launching of our website:

[www.mmiets.org.au](http://www.mmiets.org.au)

and also of the Kindergarten Program, which aims to give school starters and their teachers access to literacy materials and training. The success experienced when learning in a familiar language flows over to other subjects and so helps children to achieve. It is encouraging to know that East Timorese children will have five hours tuition in Tetun per day until Grade Four. We hope that our Kindergarten programme and the teacher training that goes with it will be a valuable contribution to the huge educational challenges which the Timorese people face.

The East Timorese Government has developed a National Development Plan for the next twenty years, which is aimed at lifting the nation out of poverty. It was drafted after consultations involving 40,000 people in more than 500 towns and villages across the country. The top priorities are: education (70 percent), health (49 percent) and agriculture (32 percent) as the top three, followed by the economy, roads, poverty, water and electricity.

The desire of the Timorese people for education shows that they realise it is the main road out of poverty and the hope of their children for a better life. Language is crucial in the provision of universal education in East Timor, as power, control and disenfranchisement are integrally affected by language issues. The Mary MacKillop Institute hopes to make positive contributions to these debates.

There is a sense of purpose in the new East Timorese Government. They plan that education and health will consume 48 percent of spending in these first years of independence. They plan to bank rather than spend revenue from the new offshore oil and gas for the first few years. They plan deficit-free budgets. They have begun life as a new nation debt-free, determined to leverage the oil and gas windfall to create a self-sustaining economy.

These positive aspirations are tempered by the realisation that there has been a decline in international assistance and reconstruction activities. There has been an estimated two percent decrease of the Growth Domestic Product (GDP) in the Fiscal Year 2003-2004 meaning a decline of overall economic growth. Capital spending has been curtailed by 15% of the GDP, and there will probably be a decrease in public investment of about US\$40-45 million a year for the next four years. This situation has been caused by the winding down of the UN presence, normal post-conflict transition, a decrease in demand for goods and an increase in poverty.

With a population of about 900 000, half of whom are under the age of fourteen, East Timor faces an uphill battle even to feed them. Food insecurity is widespread. East

Timor's only natural resource of any magnitude lies under the Timor Sea. No other resource exists on a scale which could seriously address the food needs and other needs of the people.

In order to halve poverty by 2015, Timor-Leste needs an annual economic growth rate of 4.4 percent over the next decade. To achieve this the Government has to generate sustainable domestic production, services and employment and so become less dependent on external support. This requires the promotion of good governance and efficiency, professionalism, transparency and accountability in state institutions, and the willingness and capacity to fight corruption in these areas.

Forty-six percent of the population live beneath the poverty line, that is, they have less than a dollar a day to live on. Most of these people are in the rural areas. But only one-third of the total expenditure of East Timor and one-fifth of its goods and services go to these districts. The agriculture sector contributes only one-fifth of the GDP while employing two-thirds of the population. Because of this overwhelming poverty in the rural sector the first priority must be to address rural skills and resource needs, to decentralize government agencies and development, so that basic services are provided where they are needed. The East Timor Government needs to increase productivity by large-scale investment in rural development including infrastructure, agriculture, forestry and livestock.

In view of the desire of the Timorese people for education, the work of the Mary MacKillop Institute is essential, both in literacy and health education in East Timor itself, and in ongoing education of the Australian people about related issues. As a body with a credible and long-standing presence with the Timorese people we will continue to work in sincere co-operation with Church and State.

#### **Staff**

Josephine Mitchell RSJ  
Tess Ward OLSH  
Joan Westblade LCM  
Rosita Kiss RSJ  
Luisa Marques  
Noreen Nicoara  
Susan Connelly RSJ  
Irene Macinante RSJ  
Lyn Birrell  
Magda Nicutescu  
Maria dos Santos  
Milca Pinheiro  
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#### References:

1. Timor-Leste. Poverty in a New Nation: An Analysis for Action, Asian Development Bank et al. Dili, 2003.
2. <http://www.etan.org/et2002b/june/23-30/45lettr.htm>  
July 15, 2002 Letter From East Timor by Wilson da Silva
3. <http://www.unagencies.east-timor.org/Speeches/DSRSGstatementETSG11-Jan23.pdf>.  
Speech by Dr. Sukehiro Hasegawa  
Acting Special Representative of the Secretary-General  
at the Public Debate on Social and Economic Issues in Timor-Leste  
on "Timor-Leste's Economy after UNMISSET" 22 January 2004 Becora, Timor-Leste

# 1. Literacy in the Tetun Language

## 1.1 Tetun Educational Resources

Development of the Program has continued through the expansion of the Kindergarten collection to meet the needs of teachers and children at that level of schooling. The following table shows the Kindergartens which MMIETS deals with:

### Kindergartens 2003-2004

Eskola Nia Naran	Labarik	Grup
1. TK Ludateca - Bemori	86	grupu 3, mestre 3
2. TK Rainha da Paz – Bairro Pite	45	grupu 2, mestre 4
3. TK Remexio	73	mestre 2/1
4. TK Aidelhun, Aileu	47	grupu 2, mestre 2
5. TK Ermera	50	grupu 2, mestre 2
6. TK Fatubesi	6	grupu1, mestre 1
7. TK Lauana – Letefoho	83	grupu 2, mestre 2
8. TK S. M. Arcanjo Letefoho–Same	50	grupu 2, mestre 3
9. TK Santa Madalena Ainaro	57	grupu 2, mestre 2
10. TK S. Arnoldus Janssen Atabai	36	grupu 1, mestre 1
11. TK Lahomea, Maliana	58	grupu 2, mestre 4
12. TK S. Maria Goretti Becora	80	grupu 3, mestre 5
13. TK Carmelitas, Bebonuk	120	grupu 4
14. TK Maria Auxiliadora Comoro	81	grupu 2, mestre 2
15. TK M. Canossa Delta	100	mestre 2, asistente 2
16. TK San Carlos, Bairro Pite	150	grupu 4, mestre 4
17. TK Carmelite Srs, Maubara	38	grupu 2, mestre 1
18. TK Rainha da Paz Weberek, Alas	35	grupu 2, mestre 2

### Kindergartens at Atabae and Remixio



## 1.2 Tetun Literacy Development & Training

MMIETS members have continued to assist East Timorese people to become literate in the Tetun language through teacher development and training associated with the Mai Hatene Tetun program.

### Kindergarten (Early Childhood) Workshops

As well as the work in Catholic Schools, MMIETS members are working with Education Ministry and Government Schools to:

- Train trainers in sound teaching methods including programming and timetabling.
- Supervising these trainers as they impart these learned skills to groups of teachers.
- Assessing and reporting on the presentations of these trainers.
- Working with trainers and teachers on making and using appropriate resources, using local environmental materials where possible.

### Workshops for Classes 1-3

#### Workshop 1: Familiarisation with *Mai Hatene Tetun* Literacy Program

- Introduction and rationale
- Aim
- Overview of the program *Mai Hatene Tetun*:
- units of work;
- resource materials and how they fit into the program
- Strategies and processes - brief description:
  - shared book, reading for meaning ,ways to develop phonological awareness
  - conventions of print
- Assessment

#### Workshop 2: Preliminary Workshop for the Teaching of Reading in Tetun (Classes 1 & 2)

- Introduction to language development and rationale of *Mai Hatene Tetun*
- Techniques to develop children's ability to read for meaning
- Details of how to use: - the shared book approach, oral cloze, written cloze, sequencing of the story multiple choice, true and false statements, children retelling the story, suggesting alternate endings, scrambled sentences
- word recognition skills
- phonological skills
- strategies and activities for phonological awareness
- correspondence between sounds and letters in words

#### Workshop 3: Preliminary Workshop in Children's Writing Classes 1 & 2

Principles which as teachers of writing we need to adopt

- structure and content
- frameworks for writing
- language rich environment
- conference writing approach
- how to help develop children's ability to write
- Analysing children's work for evidence of development.

#### Workshop 4: Preliminary workshop for the teaching of literacy in Tetun Class 3

- shared book and guided reading
- children's responses to texts
- phonological and dictionary skills
- assessment

## Around the Schools



*Teachers from Ainaro training with Luisa Marques and Sister Teresa*



*João Paulo II Oetapó*



*Teacher with Tetun Dictionary at Biamaraen*



*Children at Besilau*



*Classroom at Atabai*

## 1.3 Further Education

*MMIETS members will support Timorese students to undertake further education and training.*

*1.3.1 In partnerships with Universities and schools, governments, business and community service clubs and parishes, expand support for people in East Timor to undertake education, particularly those who do not have the financial capacity to pay fees.*

The Buka Matenek program has expanded to assist forty-one students. Individual supporters ensure that the work continues, but the bulk of the finance comes from the Parishes of Pymble, West Pymble and Manly.

Our effort is mainly directed at students from the National University (UNTL), the University of Dili (UNDIL), the University of Peace (UNPAZ), the Dili Institute of Technology (DIT) and the Salesian Training Centre at Comoro. Some students attend smaller institutions and their cases are considered if they approach us.

At the end of a ten month course, the Don Bosco Training Centre supplies each student with the relevant tool box for the trade studied and we are pleased to be able to support such practical assistance with the help of the Pymble Parish.



*Students at Don Bosco Training Centre Dili with toolboxes and tools*

## 1.4 Musical Education

*MMIETS members will continue to assist individuals in their musical development.*

1.4.1 *Continue to assist individuals and groups in the understanding and attainment of musical skills and knowledge.*

**António de Padua** attends the Australian International Conservatorium of Music at Harris Park and is studying for a Diploma in Performance and Pedagogy, a two-year course beginning in 2004. His first semester results were:

History 1	54%	Conceded pass
Musicianship 1	85%	High Distinction
Harmony 1	68%	Credit
Choir 1	80%	Distinction
Performance 1	NA	Credit
Principal Study	65%	Credit
Piano Pedagogy	NA	Satisfactory
Ensemble	NA	Results not available
Church Music	NA	Satisfactory

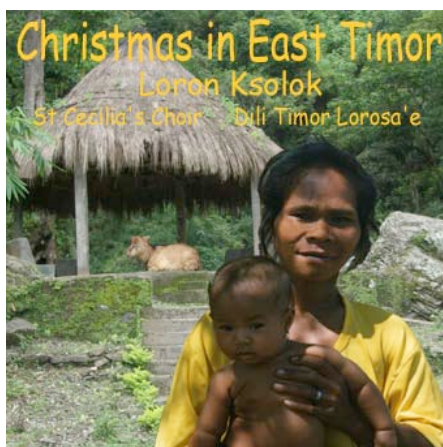
He also did the AMEB 7<sup>th</sup> Grade piano exam in October 2004 and gained an "A", Honours.

## Wiggles Songs

1.4.3 *Continue to collect Tetun songs for incorporation into the Literacy program.*

As a adjunct to the literacy programme, preparation is underway for a CD of songs for little children. As well as songs collected by Ros Dunlop, Irene Macinante and Rosita Kiss which are already being used, the "Wiggles" have very kindly allowed the translation of some of their songs, and will supply the same backing which they use in their recordings. A small group of Timorese in Sydney will record these songs in 2005.

## Christmas CD



In February 2004, St Cecilia's Choir in Balide, Dili, recorded 14 Christmas Carols in the Tetun language at Radio Timor-Leste. One thousand copies of the CD were produced in Sydney and will be sold as a fund-raiser for the Choir.

## 1.5 Religious Education Resources

1.5.1 *Continue to design, develop, publish and distribute religious education books and resources to parishes and catechists as requested.*

Bishop Ricardo da Siva has reiterated the request for help with catechetical materials and has asked MMIETS to work with Sister Domingas Sousa of the Catechetical Commission. Sister has a five-year plan for religious education in the Diocese and is keen to use the scriptural pictures we have produced. As Father Leão has not corrected the Tetun content, and as the Bishop will not give his approval until this work is done, the production of the materials is on hold.

Remote plans are being made for the printing of these materials in Dili, because of the difficulty of getting them in to the country. It is fitting that Sister Domingas and her team be responsible for this work, assisted perhaps by an agent of the Mary MacKillop Institute. Approches were made to the Bishops of Australia for financial assistance for the project, and to October 2004, \$21,000.00 AUD had been given.

### *List of Pictures in the 2004 Set of 50*

#### Early Life and Mission

1	Lk 1: 26-38	The Annunciation
2	Mt 1: 18-25	Joseph's Dream
3	Lk 2: 1-7	The Birth of Jesus
4	Lk 2: 8-20	Visit of the Shepherds
5	Mt 2: 1-12	Visit of the Magi
6	Lk 2: 21-38	The Presentation
7	Lk 2: 39-50	The Finding in the Temple
8	Mt 3: 13-17	Jesus is Baptised
9	Mk 1: 16-20	The First Four Disciples

#### Teaching

10	Jn 3: 1-21	Nicodemus
11	Jn 4: 1-26	The Samaritan Woman
12	Mt 18: 1-6	Jesus and the Children
13	Mk 2: 15-17	Eating with Sinners
14	Lk 19: 1-10	Zaccheus
15	Mk 12: 41-44	The Widow's Mite
16	Lk 7: 36-50	The Sinful Woman

#### Parables

17	Mk 4: 1-9	Parable of the Sower
18	Lk 10: 25-37	The Good Samaritan
19	Lk 15: 14-19	The Lost Son Returns
20	Lk 18: 9-14	Pharisee and Publican
21	Jn 10: 1-21	The Good Shepherd

#### Miracles & Teaching

22	Jn 2: 1-11	The Wedding at Cana
23	Mk 9: 1-8	The Transfiguration
24	Mk 4: 35-41	The Calming of the Storm
25	Mk 5: 21-34	The Daughter of Jairus
26	Lk 18: 35-43	The Blind Man at Jericho
27	Lk 17: 11-19	The Ten Lepers
28	Lk 9: 10-17	Miracle of the Loaves
29	Lk 13: 10-17	Healing the Crippled Woman
30	Jn 5: 1-15	The Man at the Pool
31	Mk 2: 1-12	Cure of a Paralytic
32	Jn 11: 1-44	The Raising of Lazarus

#### Passion, Death & Resurrection

33	Mk 11: 1-11	Messiah enters Jerusalem
34	Mk 11: 15-18	Expulsion from the Temple
35	Mk 14: 10-11	Judas betrays Jesus
36	Jn 13: 1-17	Washing Disciples' Feet
37	Mk 14: 22-25	Institution of the Eucharist
38	Mk 14: 32-42	Gethsemane
39	Mk 14: 43-50	Jesus is Arrested
40	Mk 14: 66-72	Peter's Denials
41	Mk 15: 1-15	Jesus before Pilate
42	Jn 19: 16-17	Jesus Carries his Cross
43	Mk 15: 25-39	The Crucifixion
44	Mk 15: 42-47	The Burial of Jesus
45	Jn 20: 10-18	The Appearance Magdalen
46	Lk 24: 13-35	The Road to Emmaus
47	Jn 20: 1-9	Peter & John at the Tomb
48	Jn 20: 19-23	Appearances to Disciples
49	Jn 20: 24-31	Thomas
50	Jn 21: 1-14	On the Shore of Tiberias



## 2. Community Health Education

### 2.1 Community Health Resources

MMIETS members will continue to design, develop, publish and distribute Tetun Community Health books and resources for the basic instruction and information of the East Timorese people and their communities.

### 2.2 Community Health Education

MMIETS members will continue to encourage and support the community health endeavours and requirements of individuals and communities through a range of educational strategies.

#### 2. Sistema kona ba Ruin iha ema nia isin lolon Tomak

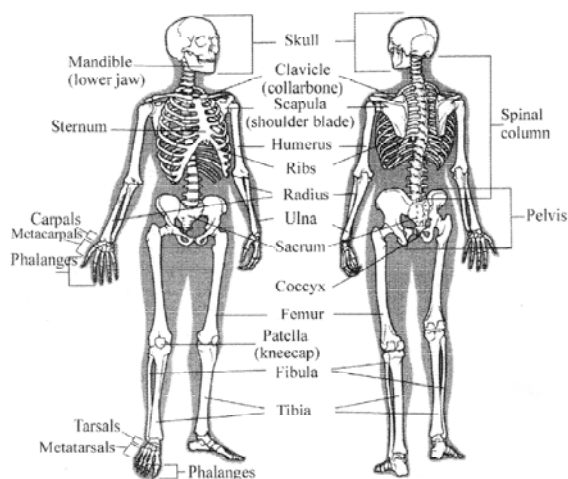
Sistema ruin nian forma hosi ruin tomak iha ita nia isin lolon. Ruin hirak ne'e hotu hamutuk mak halo ita nia isin bele bo'ok an ba mai no hanesan armaoaon ida forte no bele silu ba silu mai, hodi hametin no kaer netik ema nia isin.

Iha Ruin prinsipal oin haat :

- \* Naruk - Ezemplu: Ruin liman no ain nian.
- \* Badak - Ezemplu: Ruin liman kakorok nian no ruin ain fukun nian.
- \* Belar - Ezemplu: Ruin ulu fatuk nian.
- \* Ruin la hanesan, balu badak balu naruk - Ezemplu: Ruin kotuk no ruin balu ulun fatuk nian.

#### **Figura / Ilas (1)**

Sistema Ruin iha Ema nia isin lolon tomak (Ilas Oin no Kotuk)  
Hasai hosi Primeiru Sokoru, Kruz Vermelha Austrália nian  
Harcourt, 1995.



Page from  
"Manual ba Treinu Nain  
Isin Di'ak nian iha Vila ho  
Aldeira Sira iha Timor  
Lorosa'e"  
under production with the  
University of Sydney



Another book in production is: "*Uma Kain Nebé Moris ho Isin Di'ak no Ksolok*"  
(*A Healthy Family is a Happy Family*)

This smaller health book is designed for preventive care and is in the process of being translated. It will be used as part of the Literacy Programme.

## 3. Justice Issues

### 3.1 Compassionate Care

*MMIETS members will continue to respond with compassion to the immediate needs of East Timorese people with whom they come in contact.*

All MMIETS members continue to meet the different and sometimes extreme needs of East Timorese people, e.g. through nutrition programs.

MMIETS is working in association with Caritas New Zealand to assist the Sisters of St Paul de Chartres to re-establish their health services in Suai. Their small hospital was destroyed in September 1999 and was used by NZ peacekeepers as their headquarters until mid 2003. Repairs are being funded by the NZ Government and the UN. The Sisters asked for assistance in getting equipment for the hospital and so MMIETS has secured hospital beds and other necessities from charitable organisations, particularly the LCM Retreat Centre, Overdale. A container of goods was collected and sent in October 2004.



1. Typical family
2. Children who don't go to school

## 3.2 Justice Education

*MMIETS members will continue to educate a wide range of groups and individuals about East Timorese issues in order to raise awareness of their needs, and to enlist support for just outcomes.*

*3.2.2 Remain alert and focussed on human rights incidents and justice issues for East Timorese people, using all appropriate means to uphold their cause.*

### Resources of the Timor Sea

The Mary MacKillop Institute joined with other groups to bring the issues around the resources of the Timor Sea to public view, and endeavoured to mobilise support for the East Timorese Government's position. The main points raised in letters, speeches, articles, emails and through personal contact included:

1. Australia already has complete control over all resources on this side of a half-way line. The disputed areas all lie on East Timor's side of a line equidistant from the two countries.
2. Emphasising the 90:10 sharing of the Joint Petroleum Development Area is misleading, as it ignores the more lucrative fields on either side of it which are in dispute. If a median line was the boundary between Australia and East Timor, then 100% of the JPDA would be owned by East Timor, so in essence, they are giving us 10% of the revenue.
3. Only a permanent maritime boundary established in accordance with international law would bring the stable investment environment to serve the interests of oil companies and the two nations.
4. Australia's withdrawal from the jurisdiction of two international tribunals on maritime boundaries just before Timorese independence suggests
  - an unwillingness to dialogue with Timor on an equal footing
  - a probable weakness in Australia's argument for a boundary on the continental shelf
5. Australia has already received more revenue from the Timor oil and gas fields than it has spent helping East Timor, e.g. Australia has been receiving \$1million per day from the Laminaria area since 1999, amounting to nearly \$2 billion, ten times the amount spent in aid.
6. Australia excised parts of its territory for migration purposes in one Parliamentary sitting. Why could it not decide a maritime boundary within a similar time, a boundary which would allow Timor economic independence?
7. East Timor is one of the poorest nations in Asia. Australia's lack of co-operation is ensuring hardship, hunger and widespread disadvantage to close neighbours to whom we owe many debts. However, the issues are about justice, not charit

### Timor Sea Justice Activities undertaken by MMIETS Members

April: Letters to all House of Reps and Senators Approximately one fifth of recipients replied. A full dissection of the reply received from Mr Greg French of DFAT was sent to him. No reply received.

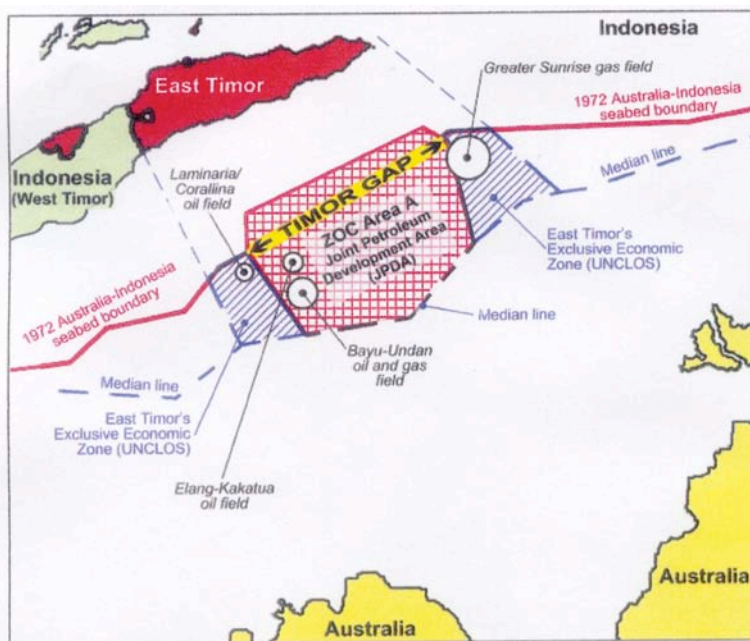
Attendance at Timor Sea Justice Committee meetings – Mondays June-September

Distribution of *It's Timor's Oil* Badges

Meeting with Mr Einer Risa of the Timor Sea Office in Dili

## Places where discussion of the Timor Sea Resources issues were initiated or supported by MMIETS

23.02.04	Probis Club Five Dock
02.03.04	Corpus Christi Cranebrook Penrith Social Justice Network – 3 meetings
22.03.05	ABC Radio Bega interview
07.04.04	Casimir Catholic College Marrickville
21.04.04	Alola Foundation – Sydney Town Hall
05.05.04	Bethany College Hurstville
20.05.04	Demonstration Martin Place Sydney for Anniversary of East Timor's independence. Papier-mache Cake made for media purposes – photo in <i>Far Eastern Economic Review</i>
22.06.04	Socialist Alliance Meeting
17.07.04	WATAC Conference
06.08.04	St Leo's Wahroonga
07.08.04	St Agatha's Pennant Hills
09.08.04	Mount St Joseph Milperra
30.08.04	Leichhardt Town Hall
01.09.04	Oxford Falls – Year 10 Social Justice Groups
10.09.04	Josephite Colloquium – Wakeley
15.09.04	Soroptimists Randwick
17.09.04	Politics in the Pub
19.09.04	Catholics in Coalition for Justice & Peace
19.09.04	OLQP Church Greystanes
20.09.04	Demonstration outside DFAT during the Timor Sea talks between Dili and Canberra
22.09.04	Hinchinbrook Year 12
27.09.04	Federation of University Women Bowral
29.09.04	St Patrick's Church Hill
28.10.04	Sydney Conservative Speakers' Club
24.11.04	Humanist Society of NSW



*Map used in powerpoint presentations to promote discussion on the Timor Sea issues*

### ASYLUM SEEKERS

About 85% of East Timorese Asylum Seekers have received permanent residency visas, many after a long struggle of up to ten years. There is still concern for young, unattached men and women who are still waiting.

## 4. Networking and Communications

### 4.1 Networking

*MMIETS members will continue to expand their religious, political, business, service, community development, government and community networks with the aim of seeking their assistance and support in the achievement of the agreed focuses.*

4.1.3 Institute staff have streamlined the use of the existing database for newsletter contacts. The system is easier to manage and more effective.

### 4.2 Communications

*MMIETS members will review and enhance their communication strategies and mechanisms, providing to benefactors and other interested parties information and images on our achievements, projects and requirements.*

4.2.2 Launch of MMIETS website on August 8, 2004 [www.mmiets.org.au](http://www.mmiets.org.au)  
Mr Nathan Turner, the webmaster, displayed the site to the audience at the 10<sup>th</sup> Anniversary celebrations of the Institute. The website has proved to be of great assistance to schools and other bodies interested in our work.



*Josephine Mitchell opened proceedings*



*Isaac D'Oliveira and his mother cut the ribbon at the launch of the Kindergarten programme.*

## 5. Resource Development

### 5.1 Education and Resource Centre

*The facilities in East Timor will continue to be planned and developed as an Education/Resources Centre so that the work of education and training can flourish and people have adequate work and living environments.*

The house at Bairo Pite was vacated in preference for a house in Becora, owned by Maria Fatima Soares, with whom MMIETS members stayed in 1997. The house is bigger, thus facilitating the work.

Plans are still being made for the establishment of a more permanent base in East Timor at Surik Más. Issues around legalities concerning the purchase of land have prevented further progress to date, but discussions are proceeding and the Bishop is keen.



*Madeleine Scarfe reviewing land which MMIETS hopes to buy*

### 5.2 Transport

*MMIETS members will have adequate, safe and effective vehicles to transport books, resources and people to the schools, health centres and communities it supports throughout East Timor.*

**5.2.1** *Maintenance of "Josie" as the carrier of resources. "Josie" continues to do the job, although some spare parts have to be bought in Australia and delivered to East Timor*

**5.2.2** *Procurement of an adequate and fuel efficient car for Dili. The sedan is still operating.*

**5.2.3** *Procurement of another adequately equipped 4 wheel drive. Investigations are proceeding into the purchase this vehicle, which will cost \$AU 50,000.00*

**5.2.4** *Employment of reliable drivers and vehicle maintenance persons. Meno Melo and his sons continue to provide efficient service.*

### 5.4 Archival Management

*MMIETS records, books, photographs, letters and other important articles will be catalogued and maintained as an historical and educational resource.*

Thirty albums of analogue photos 1994-2004 have been labelled, and listed chronologically. Preliminary work has begun on digital photos. Both the Dili and Sydney offices have a digital camera.

## **6. New Structure**

### **6.1 A New Legal Entity**

### **6.2 Governance**

*MMIETS will have its own legal structure with appropriate governance, policies, procedures and financial sustainability.*

*MMIETS will establish and be operating a Board of Directors whose specialist skills and experience, understanding and commitment to the vision will actively assist in the strategic leadership and development of the organisation, through appropriate governance principles and procedures.*

Potential members for the Board of Directors of the Mary MacKillop Institute were invited to undertake formation in 2004 in association with the Congregational Leadership Team of the Sisters of St Joseph, and with Maureen Cleary as facilitator.

### **6.3 Financial Sustainability**

*MMIETS will continue to develop to work towards the creation of financially sustainable organisation that is able to fund its desired future.*

Staffing arrangements were made in 2004 to assist further with the financial tasks of the Institute. With two part-time Sisters of St Joseph moving on to other ministries, Mrs Lyn Birrell was employed for one day a week to deal with donations and Mrs Magda Nicutescu was employed for two hours a week for major accounting.