

EDUCATING THE FUTURE

Annual Report
2026





All images in this Annual Report follow our child protection and consent process.

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Welcome!

Welcome to Educating The Future's 2025-2026 Annual Report! We would like to take this opportunity to communicate some of the highlights that have made our organisation's year so special!

Firstly, we would like to thank all of our volunteers and supporters in Timor-Leste, Australia, and internationally. Together, we have been building dreams since 2016, and are collectively improving educational outcomes for children. In the last two years we have begun to formalise our organisation with the recent onboarding of three full-time staff in Timor-Leste who are supported by a volunteer and skilled Australian board and group of young volunteers.

Thank you to everyone who picks up our report every year, and thank you to everyone who is picking it up for the first time.

Educating The Future remains one of the only organisations building public preschools in Timor-Leste and are now providing free pre-school education programs to children in rural areas. We are a purposeful, future-minded, cross-

cutting and sustainable organisation committed to constructing a safe and equitable future for Timorese youth. In the past year, we have piloted and seen success with our After School Program - an innovative first intervention in Timor-Leste.

Consistent with everything this organisation continues to achieve; every accomplishment belongs not only to the volunteers and communities, but to all the stakeholders, donors, collaborators, local staff and supporters who have trusted this organisation for ten long years. All achievements detailed within this report are yours to celebrate as much as they are ours!

Welcome to Educating The Future's 2025-2026 Annual Report, and thank you for building dreams alongside us.

Thank you and welcome.
Obrigado no benvindu.

Benvindu!

Bemvindu ba Relatóriu Anuál 2025-2026 husi Educating The Future! Ami hakarak aproveita oportunidade ida-ne'e atu fahe balun husi buat importante sira ne'ebé halo tinan ida-ne'e sai espesiál tebes ba ami-nia organizasaun!

Uluk-liu, ami hakarak agradese ba ami-nia voluntáriu no apoiante hotu iha Timor-Leste, Austrália, no iha rai-liur. Hamutuk, ami harii ona mehi sira-ne'e dezde tinan 2016, no hamutuk ami hadi'a rezultadu edukasaun ba labarik sira. Iha tinan rua ikus ne'e, ami komesa ona formaliza ami-nia organizasaun ho rekrutamentu foun ba funsionáriu tempu-kompletu na'in-tolu iha Timor-Leste, ne'ebé hetan apoiu husi konsellu Australianu ida ho voluntáriu no ema matenek sira, no grupu joven voluntáriu sira.

Obrigadu/a ba ema hotu ne'ebé foti ami-nia relatóriu kada tinan, no obrigadu/a ba ema hotu ne'ebé foti ida-ne'e ba dala uluk.

Educating The Future kontinua sai organizasaun ida husi organizasaun úniku sira ne'ebé harii pré-eskola públiku iha Timor-Leste, no agora fornese programa edukasaun pré-eskolár gratuita ba labarik sira iha área rurál.

Ami organizasaun ida ho objetivu, ho vizaun ba futuru, transversál no sustentável, ne'ebé komprometidu atu harii futuru seguru no justu ba joven Timoroan sira. Iha tinan kotuk, ami implementa ona hanesan pilotu no hare ona susesu ho ami-nia Programa Depois-Eskola — intervensaun inovadór dahuluk iha Timor-Leste.

Hanesan ho buat hotu ne'ebé organizasaun ida-ne'e kontinua atinje; susesu hotu-hotu la'ós de'it pertense ba voluntáriu no comunidade sira, maibé mós ba parte interesada hotu, doadór, kolaboradór, funsionáriu lokál no apoiante sira ne'ebé fiar ona ba organizasaun ida-ne'e durante tinan sanulu naruk. Susesu hotu-hotu ne'ebé deskreve iha relatóriu ida-ne'e mak Ita-nia atu celebra hanesan mós ami-nian! Bemvindu ba Relatóriu Anuál 2025-2026 husi Educating The Future, no obrigadu/a tanba harii mehi hamutuk ho ami.

Obrigadu/a no bemvindu.
Obrigado no benvindu.



Educating The Future's Year in Review

Between June 2025 and June 2026, Educating The Future (ETF) established a permanent local presence in Timor-Leste and moved its new After-School Programme from concept to a running pilot across four municipalities.

Key Highlights

- **Established as a local NGO:** Registered with the Ministry of Justice in Timor-Leste (May 2025), opened a permanent office in Dili (June 2025), and joined FONGTIL.
- **A full local team:** Recruited a Country Director, Programme Operations Coordinator, ECE Programme Manager, and five local facilitators — all trained in the programme curriculum and child protection.
- **New preschool completed:** Built a three-classroom preschool in Manleuana, Dili, now serving 86 enrolled children, and equipped it and Xanana Nunutali Preschool (Ermera) with 120 chairs and 40 tables via the Ministry of Education.
- **After-School Programme launched:** Designed a play-based model for children aged 3–7, shaped by 8 community consultations across 6 villages, and approved by the Ministry of Education in January 2026.
- **Reaching 162 children:** By mid-2026 the pilot was running in four centres across Aileu, Liquiçá, and Ermera, reaching 162 children (83 girls, 79 boys).
- **International recognition:** Secured a USD 23,950 grant from the Embassy of Switzerland and hosted an on-site visit from the Swiss Ambassador.
- **Sustainability structures:** Established two School Management Committees to maintain ETF-built preschools in Dili and Ermera.
- **Strengthened partnerships:** Deepened ties with the Ministry of Education, three municipal education offices, and funders including the Australian Embassy, Alola Foundation, and Redi Feto.

Ten Year Anniversary Gala

On 29 November, Educating The Future celebrated its 10th Anniversary with a Gala at Waverley College — the very place where the organisation began. Thanks to the extraordinary generosity of our community, the evening raised over \$33,000, enough to fund the coming year of our work.

The night brought together donors, partners, volunteers, and friends, with keynote addresses from our Timorese Founder Cirilo Soares, former First Lady of Timor-Leste Kirsty Sword Gusmão AO, and The Honourable Sir Peter Cosgrove, alongside reflections from our Timorese team members Frenky and Nina and our Founders and CEO Adam and Alexi. Formalities gave way to live music and dancing in the hall where the journey first began.

The occasion marked a decade since Waverley College class-of-2015 students Adam Hegedus (CEO) and Alexi Piovano co-founded ETF, following their walk from Waverley College to Byron Bay. Ten years on, the organisation they built has educated over 2,000 children and constructed seven preschools across Timor-Leste.

ACFID Membership

Educating The Future is a member of the Australian Council for International Development (ACFID) and is committed to full adherence to the ACFID Code of Conduct, which sets standards of good practice in transparency, accountability, and ethical conduct for Australian aid and development organisations. Our CEO, Adam Hegedus, serves on the ACFID Code of Conduct Committee, which meets four times a year to uphold and strengthen these standards across the sector.

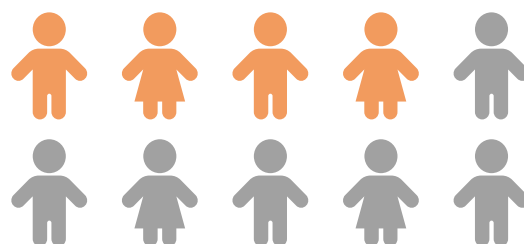


Our 2025-2026 Figures

In 2025/26 Educating The Future secured total revenue of \$108,763, of which \$20,085 is non-monetary revenue through our volunteer contributions in-kind. This represents an increase of 4% on the previous financial year. Educating The Future recorded total expenditure of \$120,467, of which \$20,085 is non-monetary expenditure through our volunteer contributions in-kind. Of total cash expenditure, international programs and support costs accounted for 50%, reflecting our continued investment in preschool construction and the After-School Programme pilot in Timor-Leste.

Status of Early Childhood Education in Timor-Leste

UNICEF reports that a mere 4 in 10 preschool-aged children are enrolled in early childhood education programs.



Education is one of the most powerful tools in lifting people out of poverty by increasing quality of life, personal development and economic outcomes. When education is prioritised, there is an exponential increase in positive outcomes for individuals, families and communities. Educating The Future strives to raise awareness for the fact that when early childhood education is prioritised, we can create an environment that nurtures this development.

Globally, far too few children are enrolled and attending preschool education programs. UNICEF reports that a mere 4 in 10 preschool-aged children are enrolled in early childhood education programs. Timor-Leste still falls below this critically low average, with nearly 3 in 10 children attending preschool. The peripheral benefits of early childhood education programs are far-reaching and have the potential to exponentially increase social development capacities. From social competency to emotional development, prioritising early childhood education forms the fundamental

foundation upon which a quality education can then be built.

The story in Timor-Leste is complicated and radically changes from urban areas to rural and remote areas. The United Nations reports a 37% illiteracy rate in rural youth aged 15-24 compared to 6% in urban areas, and access to quality education – from preschool all the way through to high school – remains one of the largest impediments. Prioritising early childhood education (ECE) is the first step. Data gathered by UNICEF shows that where ECE has been prioritised, children flourish in later stages of education, with enrollment and attendance rates significantly higher than instances where preschool education was limited in accessibility – a problem we are directly confronting. UNICEF reports that this emphasis has proven to radically increase earning potential later in life.

2026 is a critical time for Timor-Leste: A moment of transitional justice where the past can be recognised and the future can be prioritised. Educating The Future

and our critical stakeholders and collaborators in the educational development sector, believe that this begins with preschool education. Throughout Timor-Leste, where preschool education is prioritised, the positive results compound, which correlates with evidence gathered by UNICEF showcasing that the prioritisation of preschool increases enrollment in primary school.

Our own research, monitoring, evaluating and learning procedures used to assess our own programs corroborate this story. Having conducted an analysis of Social Return on Investment reports in 2022, it was revealed and supported by Nobel Prize Research and DFAT (2021) that pre-school early childhood education has up to a \$17 USD return to society for every dollar invested, an evidence-backed area we focus on.

According to the Demographic and Health Survey (DHS) 2016 and the Multiple Indicator Cluster Survey (MICS) 2019-2020, Timor-Leste faces persistent challenges in early childhood development (ECD) (DHS, 2017; GDS & UNICEF, 2021):

- High prevalence of stunting: Over 47% of children in some municipalities are stunted, a condition strongly linked to reduced cognitive and socio-emotional development.
- Limited access to early learning opportunities: Many children do not attend preschool or other early education programs, and few households have access to age-appropriate books or toys.
- Lack of structured after-school support: Safe play spaces and supervised, structured activities after school remain limited, leaving many children without opportunities for continued learning and social development.



These factors underscore the urgent need for after-school programs (ASP) that combine academic reinforcement, socio-emotional learning, and safe play opportunities to promote holistic child development (UNICEF, 2020; After-School Alliance, 2014).

Global research has demonstrated that well-structured ASPs can:

- Improve children's academic performance, particularly in literacy and numeracy (Durlak et al., 2010).
- Enhance social-emotional skills, including cooperation, resilience, and problem-solving (OECD, 2015).
- Provide critical support to working parents and vulnerable families, thereby strengthening community resilience (UNICEF, 2020).

The 2025 Joint Sector Education Review (JSER) emphasizes the pressing need for targeted ECE interventions to improve equity, expand access, and enhance learning outcomes. Preschool remains below the 50% target by 2024, with deep inequities between rural and urban municipalities (e.g., Oecusse 17% vs. Atauro 79%) (Government of Timor-Leste,

2025). Children from poor households, non-Tetum speaking backgrounds, and those with disabilities remain the least served. Such disparities mean many children enter primary school without adequate readiness, leading to poor early grade learning results nearly 70% of Grade 1 students failed national assessments in 2021, and almost all Grade 4 students failed between 2020–2021 (Government of Timor-Leste, 2025).

JSER evidence also highlights systemic barriers: inadequate preschool infrastructure, limited playgrounds and WASH, a shortage of nearly 1,000 qualified teachers, and uneven availability of inclusive pedagogy (Government of Timor-Leste, 2025). At the same time, promising interventions such as School Readiness Programs (EiU/Programa Intensivu), which expanded from 805 children in 2020 to 3,046 in 2024, show the potential of short, targeted catch-up sessions. Parenting programs and community preschools likewise demonstrate that community-driven, low-cost models can extend learning beyond school hours, particularly in rural areas (Government of Timor-Leste, 2025).



CEO's Address



Adam Hegedus
Managing Director

Ten years is an incredible attainment. In November 2025, we celebrated a decade of Educating The Future at our Ten Year Gala Dinner - a night that was, above all, a celebration of the people who have backed us most: our family, friends, and the Timorese community who have walked this journey with us. My thanks to Raffy Katzen for running the evening, a massive achievement in raising the funds we need, and to Alec Lesmond for the annual Touch World Cup held in March of 2026.

As I reflect on my personal journey leading this organisation for a decade, since our inaugural walk in November 2015, I am proud of how far we have come, and clearer than ever on the work still ahead.

This year brought milestones that reshaped our organisation. We were registered as a local NGO in Timor-Leste and opened a permanent office in Dili; we completed a three-classroom preschool in Manleuana, now serving 86 children; and we moved our new After-School Programme from concept to a running pilot, reaching 162 children across Aileu, Liquiçá, and Ermera. This early pilot was recognised with a USD 23,950 grant from the Embassy of Switzerland and a visit from the Swiss Ambassador.

I am proud to highlight our continued partnership with the Ministry of Education, which has now formally spanned seven years. Together, we are addressing Timor-Leste's critical



gap in early childhood education. This is an issue that remains a top priority on the Prime Minister's agenda, second only to nutrition, which intersects closely with our work. Aligning with the priorities of the nation underpins our goal of localisation and ensures that our development work supports a collaborative agenda of progress. We remain committed to supporting the Ministry's goal of achieving 60% preschool enrolment by 2028, a significant increase from current rates of 20–30%.

This year, we focused on strengthening our team to ensure we have the capacity and sustainability to support our growing programs. This includes a stronger presence of Timorese volunteers who will continue to implement education programs alongside communities. Engaging more deeply with Australian government departments and funders remains a priority as we look to broaden our impact.

Our work directly confronts early childhood education access and poverty alleviation in a way that is respectful, sustainable,

and localised. Led by Matthew Dunne, our Programs Team is more focused than ever on development outcomes and cross-cutting issues — with a particular focus on gender and disability inclusion — ensuring child protection is enshrined in the culture of our preschool programs while responding to the emerging needs of communities and beneficiaries as partners. Our operational improvements continue to evolve, with a strong focus on strengthening development outcomes. I am proud that we continue to distribute significant funds directly to the communities and the School Management Committees we support and establish, underscoring our commitment to impactful, community-led initiatives.

Our governance and compliance efforts are reinforced by our Board and Finance Committee, who ensure we uphold the highest standards. Our ongoing focus on risk management remains vital as we continuously review changes to government policy, key-person risk, long-term financial sustainability, and strategic obstacles. We will continue to



address cross-cutting issues and monitor organisational, project, and compliance risk as we scale and localise.

None of this would be possible without our people. Thank you to everyone making our programs happen on the ground: our National Programs Coordinator Camilo Fatima, who continues to deliver incredible outcomes for children through the Ministry of Education's HANDS Pre-School Program; our Country Director Cirilo Soares; Programs Manager Santino Frenky de Araujo; Camilo Fatima; Education Program Manager Mana Maria Diana; Nina Alves Guterres Pereira; and our dedicated local team of Facilitators. My thanks to our in-country advisors who continue to support the HANDS partnership with the Ministry of Education — Stuart Mathews, Marie Quinn, Richard Hellyer, Pedro Barreto Ximenes, and education expert Yang Liu — and the entire team keeping our partnership with the MoE effective and aligned.

I would like to recognise Kim Gago for her work as COO, and to thank Matt Dunne and Jie Rui Lin for their monitoring and evaluation work in Timor-Leste in July.

This would not have been possible without the tireless efforts of our Board members — Vivian Stephens, John Cucinotta, Jenny Katrivesis, and Oscar Osborne — who participated actively across Board meetings and our Finance, Audit and Risk Committee, contributing their expertise in law, program design, evaluation, and finance. A heartfelt thank you to Grace Harding, who steps down after an incredible eight years with the organisation, most recently as Company Secretary. I also warmly welcome our new joiners, whose fresh perspectives and energy will be invaluable to our mission.

Beyond ETF, I continue my work as General Manager and Company Secretary of Teach Us Consent Global, which works on the prevention of gender-based violence; I sit on the ACFID Code of Conduct Committee; and I serve as a Non-Executive Director of This Life Cambodia. I would like to thank ACFID for their continual support of our organisation and their alignment with best-practice standards.

Together, we are paving the way for transformational change in the lives of children in Timor-Leste. Thank you to our dedicated team, partners, and supporters for your unwavering commitment to our mission. Our plan over the coming years is to grow Timorese leadership across the organisation — ensuring that the future of Educating The Future is led, more and more, by Timorese hands.



Chairperson's Address



Oscar Osborne
Chairperson

I am honoured to present the 2025/26 Annual Report as Chairperson of Educating The Future. This year marks a decade since Co-Founders Adam and Alexi's walk to establish this organisation. Over those ten years, they have built a legacy that I am proud to have been part of, and I look forward to seeing that legacy grow as we continue our work in Timor-Leste.

Our tenth anniversary year has brought both notable achievements and fresh challenges, all underpinned by the unwavering commitment of our people, programs, partners, and supporters. Together, they form the backbone of our work and guide us in pursuing our mission.

Over the past year, we made substantial progress across our operations and projects, each step bringing us closer to empowering remote Timorese communities through preschool education. We completed our seventh preschool in Manleuana, Dili, now serving 86 children, and moved our new After-School Programme from concept to a running pilot reaching 162 children across Aileu, Liquiçá, and Ermera. A significant milestone was designing a new national option for early childhood education alongside the Ministry of Education and local communities. This work reflects our long-term commitment to systems-level change, not only building schools but helping shape the structures that will sustain early learning



for generations to come. The commitment shown by every community we have worked with has been inspiring.

Ten years on, our work is more firmly rooted in Timor-Leste than ever. I want to thank our Timorese team, whose leadership brings our commitment to community-led education to life: our Country Director, Cirilo Soares, together with Camilo Fatima, Maria Diana, and Frenky de Araujo, and our network of local volunteers. With Timorese voices and values at the heart of our approach, we are proud to foster local empowerment and create a lasting impact.

At Educating The Future, our people are our greatest strength, and this year several went

above and beyond. I want to recognise Kim Gago for her leadership, Raphaella Katzen for running our Ten Year Gala Dinner (a remarkable achievement in raising the funds we need), and Alec Lesmond for the Touch World Cup fundraising day. My thanks, too, to our Board members Vivian Stephens, John Cucinotta, Jenny Katrivesis, Grace Harding, and our CEO Adam Hegedus, for their unwavering support and the expertise they contribute across law, program design, evaluation, and finance.

Our commitment to transparency and efficient resource management remains a core principle. We continue to provide value for money and maintain strong oversight of our financial expenditure, and our adherence to regulatory

standards reflects our dedication to responsible stewardship. Looking ahead, our plan is to grow Timorese leadership across the organisation while running our Australian operations on a volunteer basis, a model that allows us to meet our obligations to ACFID and our funders while directing the greatest possible share of resources to our programs on the ground.

The partnerships that support our work are essential to our mission. We are grateful for our ongoing collaboration with the Ministry of

Education and programs like HANDS, which enable us to create enriching play environments that enhance children's learning. We extend particular thanks to the Embassy of Switzerland for funding our After-School Programme pilot, and to every supporter here in Australia and abroad who believes in our mission. As we look to the future, we are eager to embrace new opportunities, form meaningful partnerships, and make a positive difference in the lives of children in Timor-Leste.





History, Vision & Purpose

The history of Timor-Leste

In order to holistically comprehend Educating the Future's purpose of facilitating children's access to and quality of education in Timor-Leste, a brief overview of the history of Timor-Leste people is first required.

For 450 years, Timor-Leste was under Portuguese colonial rule. Throughout this period of occupation, Timor-Leste was continuously subjected to frequent and violent territorial conflicts. Portugal, which occupied the East section of the island of Timor, often fought with the Dutch-ruled sector of the Island. Alongside these territorial clashes between the two colonial powers which continued into the 19th Century and through both World Wars, the local Timorese communities, their cultural traditions, practices and livelihoods were paid little regard (Lucas, M., Cabrita, I., & Ferreira, A. 2015). Like many colonies throughout this era, the land of Timor-Leste was seen merely as a means for agricultural pursuits, and the Timorese people a means for labour.

This era of colonial rule was therefore characterised by strict taxes on farming that left many Timorese communities living in extreme poverty, high levels of forced labour and violence. As Portugal prospered greatly due to the coffee, cotton and sugar produced at the expense of the Timorese people, they actively minimised the cultural and political structures that had historically defined the region (H., David. 2014).

In 1975, Portugal at last began to decolonise its occupied regions throughout the Asian- Pacific, and in November, Timor-Leste gained its long sought independence. Yet in a devastating turn of events, the region was invaded by Indonesian forces nine days later, who once again trapped Timor-Leste under an oppressive regime. Over the next 24 years of Indonesian rule, more than 200,000 Timorese people lost their lives, and the country was subjected to a relentless military rule that saw widespread disease, famine and social unrest. In 1999, under mounting pressure from the United Nations (UN), the

international community and various Timorese nationalist movements, a referendum of independence was put to the people. In a brave act of defiance, 78.5% of Timorese residents voted to transition into a self-governed state.

Furious at the outcome of the referendum and anxious to exert control over the nationalist rebel groups who saw an opportunity to usurp power, the Indonesian army – backed by the Indonesian militia – launched an attack on the Timorese people, and the country was thrown into civil war (United Nations, 2006). The Indonesian militia moved across the country, killing thousands of Timorese civilians, destroying 95% of the country's infrastructure and displacing an estimated 500,000 out of 1.3 million Timorese residents, many of whom fled to neighbouring countries to survive (CIA, 2024). In the wake of the massacre, the Government of Indonesia finally accepted international assistance, and adhered to requests to back down and let foreign aid take over management of the region. The UN Security Council established the International Force East Timor [INTERFET] which used a multinational and unified command structure enforced mainly by Australian peacekeeping teams, attempting to restore order, facilitate humanitarian assistance operations, rebuild infrastructure and reinstate political stability. In 2001, Timor-Leste held its first free elections,

and in 2002, they finally declared themselves an independent state (United Nations, 2006).

Since 2002, Timor-Leste has been working to overcome its history of occupation, violence and oppression. The newly instated Timorese Government has outlined access to quality education for all Timorese citizens as a key pillar in their progress towards doing so.

Understanding this history in Timor-Leste is so important in comprehending the unique social and political climate that exists there in the modern day. It is also the driving force behind the work of organisations such as Educating the Future. Alongside their goal of providing quality education to all Timorese citizens, Timor-Leste also strives to increase access to other fundamental resources such as clean water, food and sanitation. However, the devastating impact of centuries of violence, armed conflicts, and their almost complete loss of infrastructure and trained professionals, must be recognised as requiring an immense and consistent amount of support from both internal and external support networks.

At Educating The Future's 10 year Annual Gala Dinner we had various speakers, including from Timor-Leste reflecting on their experiences with gaining independence, education and community development.



Vision

A world where every child and young person flourishes.



Purpose

To provide a quality, inclusive and safe education, and life skills children and young people throughout their life cycle to improve their personal growth and access to meaningful opportunities.



Aspiration

To become a medium-sized self-sustaining NGO in Timor-Leste with international funders and partners supporting our early childhood education and youth empowerment work in Timor-Leste advocating for an improved quality of life. The Australian NGO to provide a supporting function to utilise its locational power through resourcing, technical expertise, continuous monitoring, platforming, and empowerment.





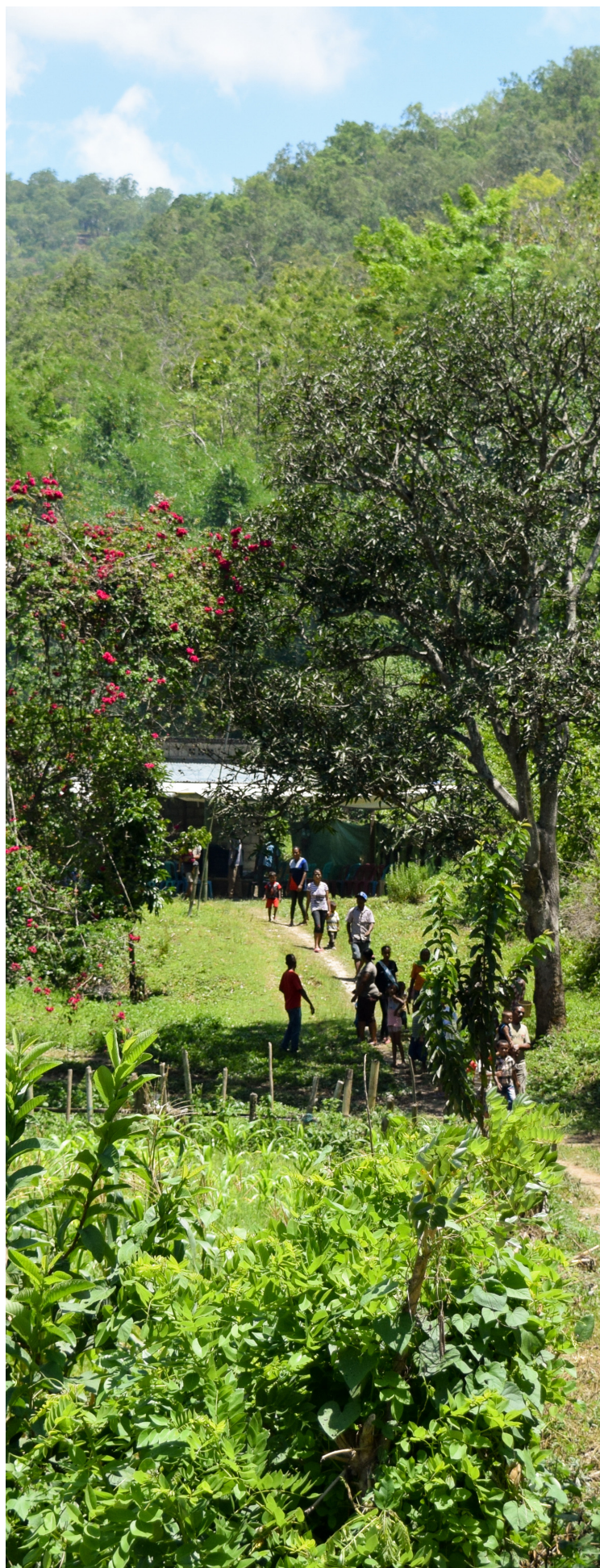
Who we are

EDUCATING THE FUTURE TIMOR-LESTE (ETF-TL) is a locally-led and registered non-governmental organisation in the National Directorate of Registries and Notaries of the Ministry of Justice Timor-Leste and TIN number 4A00157. It is actively supported by the Australian headquarter organisation that is a full-member of the Australian Council for International Development.

ETF-TL has been working in Timor-Leste for 10 years, established in late 2015 and has implemented nearly \$550,000 USD of support to five communities in Ermera, Aileu, Liquica, Dili and Baucau. The organisation has a Memorandum of Understanding with the Ministry of Education that is current and received funding from the Australian Government in 2019.

Educating The Future is a fully active member of the Technical Working Group for early childhood education development that works with Ministry Education Timor-Leste and other key stakeholders on providing technical expertise, advice on the planning, implementation, and monitoring of ECE activities, support and sharing best practices among stakeholders often within the context of broader education sector plans to advance early childhood education in Timor-Leste.

Educating The Future provides a quality, safe and inclusive pre-school to children in rural and remote areas of Timor-Leste. Founded in 2015 by two Australian high-school students and a Timorese youth advocate, the organisation has constructed eight public pre-schools as a partner of the Ministry of Education, educated 3000 children, and has now rolled out Timor's



first After School Program - an evidence-based learning initiative improving numeracy, literacy, health, socio-emotional and cognitive skills. Educating The Future is a member of the Australian Council for International Development and has received funding from DFAT in the past. It is run by volunteer young people in Australia with ambitions to build a local and sustainable staffing base in Timor-Leste to scale it's pre-school interventions to reach all children that do not receive the benefits of a pre-school education.

The organisation focuses on safety and learning of children in rural areas and on creating meaningful opportunities for young Timorese, particularly women.

Our Values

- Evidence-based
- Value-for-money
- Locally-led
- Diversity and inclusion
- Sustainable

Strategic objectives

1. Grow organisation resources and be sustainable locally-led, Australian supported organisation
2. Implement and evidence early childhood programs effectiveness
3. Systems of governance and operational efficiency
4. Empowering marginalized or vulnerable groups, children, youth and women in Timor-Leste.
5. Raising awareness and advocating for positive change in the local community to improve the quality life of children and youth.

Country Director's Report



Cirilo Soares
Country Director

It gives me great pride to share this report on behalf of our team in Timor-Leste as inaugural Country Director. This year was a turning point for Educating The Future. We became a truly local organisation, and we brought our new After-School Programme to life in villages across the country.

In May 2025, we registered Educating The Future as a local NGO with the Ministry of Justice, and in June we opened our permanent office in Dili. For the first time, our work in Timor-Leste is led and run by a Timorese team, based here, working every day alongside the communities we serve. This is what localisation means to us: decisions made close to the children and families, with Timorese voices and values at the centre. We continued our long partnership with the Ministry of Education, working toward its goal of a preschool in every village by 2030.

The heart of this year was our After-School Programme. We designed it with our communities, listening carefully in eight consultation meetings across six villages, then trained our team and our facilitators. In January 2026, the Ministry of Education approved our pilot, and by March our sessions had begun. Watching the children arrive, play, and grow in confidence has been the greatest reward of my work.

Key wins this year

- Became a local NGO — registered in Timor-Leste (May 2025), opened our Dili office (June 2025), and joined FONGTIL, the national NGO forum.
- Built our Timorese team — recruited a Country Director, Programme Operations Coordinator, and ECE Programme Manager, and five local facilitators, all trained in the programme and in our Child Protection Policy.

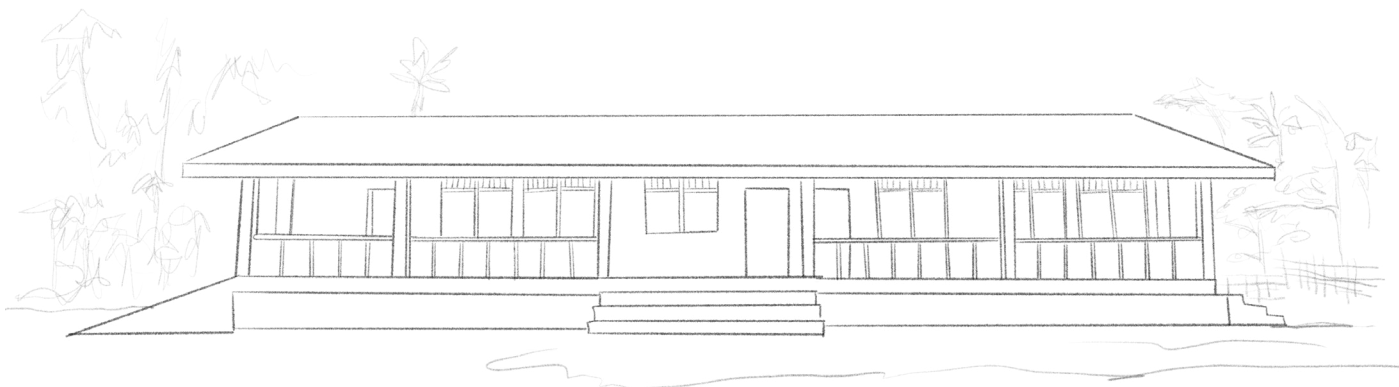
- Completed our seventh preschool in Manleuana, Dili, now serving 86 children, and established two School Management Committees.
- Launched the After-School Programme — approved by the Ministry of Education and running in four centres across Aileu, Liquiçá, and Ermera.
- Secured USD 23,950 from the Embassy of Switzerland, following the Swiss Ambassador's visit to see the programme in action.
- Strengthened municipal partnerships with the education offices of Aileu, Liquiçá, and Ermera.

What moves me most is the change we see in the children and their families. Our programme gives children permission to be children again — to play, to create, and to learn without pressure. We already see growth in reading, numeracy, and confidence. And when parents see their children happy and learning, they come to understand that play matters, and they begin to play with their children at home.

Thank you to everyone who walks this journey with us.

Cirilo Soares
Country Director,
Educating The Future





Our Early Childhood Education & Learning

Preschool Construction Program

Our early childhood education program has been the key program for Educating the Future since its inception. Starting with the construction of a preschool in Railaco Motoshare, enrollment campaign and improving play spaces, materials and accessibility, this program has since been focussed on community-built preschools in regional and rural areas of Timor-Leste. It leverages an evidence-based approach and one that recognises the unique strengths of each community we work with, from when we establish and support the School Management Committee to working with the Parent Teacher Authority.

By partnering with the Ministério da Educação, Juventude e Desporto (MEJD), Timorese National Ministry of Education, Youth and Sport, Educating the Future has been able to assist Timor's national education goals. Within the preschool access program, Educating The Future works as a facilitator and funder of the

construction process, which is led by the community. During the construction process, Educating The Future works to develop the skills within the community such as their financial reporting and program management skills, allowing for future projects to be undertaken. It improves the sustainability of education management.

As such, Educating The Future's partnership with the MEJD ensures that these preschools become public preschools, which are provided with adequate resources and teachers. Where possible Educating The Future have also utilised their other partnerships with local NGOs to provide extra learning materials and resources to newly constructed preschools. Our program provides WASH, disability access, electricity, drinking water, gardens, playgrounds and continual youth engagement with the community responding to their needs overtime and being the initial link between the government - handing the operation over to the Municipal Director of Education and ensuring its sustained success and maintenance.

ETF have been able to facilitate the construction of eight public preschools and access to over 3000 children in a safe learning environment:

Preschool 1: Railaco Motahare - Ermera Municipality (42 children enrolled, 21 female, 21 male)

Preschool 2: Fahisoi - Aileu Municipality (61 children enrolled, 29 female, 24 male)

Preschool 3: Fahiten - Liquica Municipality (36 children enrolled, 16 female, 20 male)

Preschool 4: Saburia - Aileu Municipality (52 children enrolled, 29 female, 24 male)

Preschool 5: Loi-lubo - Baucau Municipality (60 children enrolled, 30 female, 30 male)

Preschool 6: Xanana Nunutali - Ermera Municipality (70 children enrolled, 36 female, 34 male)

Preschool 7: Manleu - Dili Municipality (87 children enrolled, 38 female, 40 male)

Preschool 8: (planned for 2026/2027) - Naguidal, Cova Lima Municipality

Afterschool Play Program

Over the course of the 2025-26 the Educating the Future (ETF) Early Learning and Childhood Education After-School Program (ASP), also known as Programa Depois Eskola, was established to address a critical structural gap in Timor-Leste's early childhood education (ECE) sector. This program arose from the findings that only approximately 30% of children aged 3–7 are enrolled in quality early childhood education, and over 70% spend unsupervised hours at home in the afternoons due to the half-day school schedule and limited municipal childcare options. This lack of afternoon enrichment creates developmental risks and contributes to weak early grade learning retention, evidenced by national baseline assessments where nearly 70% of

Grade 1 students failed foundational skill tests. The After-School Program aims to complement formal schooling through a structured, play-based, community-driven framework designed to bridge the gap between informal home environments and formal early primary education.

The first full pilot implementation took place between January and July 2026 across two early childhood education centres in Ermera Municipality (Railaco Administrative Post, Suku Lihu): EPE Alfredo de Jesus Lemos (AdJL) and EPE Tomas Ximenes (TX).

The program operated on an 8-week cycle consisting of 16 structured two-hour sessions (32 total instructional hours) delivered twice



weekly. The curriculum adopts an integrated, play-based pedagogical methodology aligned with national early childhood standards and is organised around eight core developmental themes:

- I Am Special / I Love Myself
- Friendship
- My “Colourful” Garden
- Everything Around Me Matters (Weather/ Environment)
- Favourite Sport
- Explore My Culture
- Fun with Technology, and Animals

Each lesson had the structure:

Duration	Activity
10m	Welcome and Introduction
20m	Creative Construction/Art & Craft (by stations, depends on ages/level)
15m	Snack Time and Free Play
20m	Science and Discovery (big group)
20m	Music and Movement (big group)
20m	Homework and Story Reading (by station)
15m	Outdoor Play and Games (by station)

Each lesson was conducted by 2 local Timorese Facilitators, with an explicit Gender Inclusion Guide and Disability Inclusion Framework to ensure mixed-gender play, rotation of leadership roles, non-stereotyped activities, and tailored accommodations for children with diverse abilities.

Recognising that proper nutrition and personal hygiene are fundamental prerequisites for early childhood health and cognitive development, the program integrates an active health and sanitation framework directly into daily session routines. Guided handwashing with soap before and after meals is strictly enforced, paired with health mini-lessons, handwashing

songs, counting games, and food naming in local languages to instil vital habits around bodily care, germ prevention, and balanced eating. Building directly upon this foundation of nutritional awareness and structured hygiene, local families support the daily routine by bringing simple, nutrient-dense local foods, such as cassava, sweet potato, eggs, bananas, and papaya, to serve during a shared eating circle, seamlessly linking community-led contributions with essential child health and learning outcomes.

The pilot successfully enrolled 98 children across two sites (41 at EPE Alfredo de Jesus Lemos and 57 at EPE Tomas Ximenes) achieving strong gender parity with girls accounting for 56% (55 children) of total participation. Operational delivery was supported by four local community facilitators who completed intensive training and mentoring, with 100% reaching or exceeding the 80% professional competency benchmark in child-centred, positive discipline methods. Pre- and post-assessments demonstrated marked developmental gains across all 10 core learning indicators, with children transitioning from requiring assistance to achieving independent mastery in literacy, basic maths, motor skills, and daily hygiene, alongside notable improvements in routine adherence, listening, and peer cooperation. Evaluation data from 34 surveyed caregivers showed a significant boost in parental confidence, driving a shift from occasional to consistent support for home reading and positive discipline.

Altogether, these outcomes confirm that the ASP has been successful in accelerating primary school readiness while building a sustainable, community-backed foundation for early childhood education.

Monitoring, Evaluation, & Learning



Preschool construction program

In 2025-2026 Educating The Future has made significant strides in uplifting our Monitoring, Evaluation, and Learning (MEL) systems, with the support of education consultants in Timor-Leste to design and implement a new After School Program with robust methods for measurement. Our established systems effectively track a portfolio of projects, enabling us to gather valuable data on our initiatives.

Our organisation collect quantitative indicators, including the number of children enrolled in our programs and the number of community members employed through our initiatives. We have implemented baseline data collection to monitor the status of children in our target areas, particularly those attending early childhood education, allowing us to conduct

longitudinal tracking of educational progress, including the role of enrolment programs raising the importance of pre-school and basic education and parental engagement.

A key area of focus for our organisation is the enhancement of our MEL systems concerning cross-cutting issues, particularly gender and disability. We have uplifted our tools and expanded the capacity of our staff to ensure that these considerations are integrated into our programs. Community satisfaction surveys are conducted after project completion, allowing us to compare results over time and gain insights into the development and educational outcomes achieved.

We actively monitor attendance rates and the quality of post-construction environments, assessing factors such as teacher performance, resource availability, infrastructure

improvements, maintenance, and overall learning outcomes. We also measure outcomes for girls and children with disabilities. This comprehensive approach ensures that we maintain high standards of educational delivery. In addition to quantitative data, Educating the Future collects qualitative information through community perception surveys, which are conducted with School Management Committees (SMCs), builders, and preschool staff at the beginning and end of each project. The results of these surveys are incorporated into our project evaluation reports, providing a holistic view of project impact.

We operate with a Theory of Change, MEL Framework, and an Evaluation Plan. Our evaluation approach is guided by the Development Assistance Committee (DAC) evaluation criteria, ensuring that our evaluation reports are comprehensive and reflective of best practices.

Over the past 12 months, Educating the Future has completed two significant project evaluations: the Saburia and Loi-Lubo school projects. These evaluations provide critical insights into project effectiveness and inform our future programming, and expansion, including a focus on the School Management Committees - from cross-cutting, parenting, disability inclusion, environmental considerations, data management and teacher support.

To monitor partner performance and compliance with established policies, Our organisation conducts the following activities: Fortnightly partner site visits: These visits include audits and reviews, documented through field monitoring assessments carried out by in-country volunteers. This ensures effective oversight of construction progress and the partners' ability to efficiently procure and manage materials.

Field visits and monitoring exercises

Educating the Future leads these initiatives to assess key policy elements such as fraud prevention, anti-terrorism measures, corruption mitigation, child protection, prevention of sexual exploitation, abuse, and harassment (PSEAH), and environmental sustainability.

Preschool inspections

Educating the Future volunteers conduct inspections of preschools, reviewing financial



receipts and ensuring compliance with policies during the completion phase. We also work with pre-school inspectors overtime and both Municipal and National Ministry of Education staff.

SMC communication monitoring

We assess the effectiveness of SMCs' communication and their involvement with the Municipal Education Office and other government officials.

Board oversight

The Educating the Future Board reviews updates and reports regularly, ensuring strategic alignment and effective governance. Evaluation terms of reference; using a strict criteria from the OECD measuring our effectiveness, outcomes and accountability. During monitoring visits, Educating the Future volunteers provide SMC and community members with opportunities to voice concerns, both collectively and individually. Complaint

forms are made available in the local language, ensuring that community members can submit anonymous reports, fostering an environment of transparency and accountability.

Through these rigorous MEL processes, we remain committed to improving educational outcomes and ensuring that our initiatives are impactful, sustainable, and aligned with the needs of the communities we serve.

Afterschool Play Program

The evaluation of the Ermera pilot (EPE Alfredo de Jesus Lemos and EPE Tomas Ximenes) was executed through a mixed-methods Monitoring, Evaluation, and Learning (MEL) designed to rigorously track quantitative child outcomes while also capturing qualitative community dynamics. Field monitoring was led by ETF Project Officers, with the use of the digital monitoring platform (insert platform name) for real-time field data entry, attendance tracking, and observational reporting.



ACFID & ACFID Fundraising Charter

Educating the Future is a member of the Australian Council for International Development (ACFID). We apply the principles of the ACFID Code of Conduct for Non-Government Development Organisations, which establishes a minimum standard of governance, management and accountability for member agencies.

We are also committed to the ACFID Fundraising Charter, which ensures ethical and accountable fundraising information divulsion and stakeholder communication. We are proud to be a member of ACFID, and are advocates of their crucial work for all actors

and beneficiaries in the sector. We annually review our compliance with the Code and the Fundraising Charter, and this is sighted by both the Finance Committee and our Board of Directors stewarded by our Chair, CEO and Chief of Programs.

Our CEO Adam Hegedus has been a volunteer member of the ACFID Code of Conduct Committee since 2022.

You can find out more about ACFID on www.acfid.asn.au



Fundraising & Events Highlights

Ten Year Gala Dinner at Waverley College 2025

On 29 November, Educating The Future celebrated its 10th Anniversary with a Gala at Waverley College — the very place where the organisation began. Thanks to the extraordinary generosity of our community, the evening raised over \$33,000, enough to fund the coming year of our work.

The night brought together donors, partners, volunteers, and friends, with keynote addresses from our Timorese Founder Cirilo Soares, former First Lady of Timor-Leste Kirsty Sword Gusmão AO, and The Honourable Sir Peter Cosgrove, alongside reflections from our Timorese team members Frenky and Nina and our Founders and CEO Adam and Alexi. Formalities gave way to live music and dancing in the hall where the journey first began.

The occasion marked a decade since Waverley College class-of-2015 students Adam Hegedus (CEO) and Alexi Piovano co-founded ETF, following their walk from Waverley College to Byron Bay. Ten years on, the organisation they built has educated over 2,000 children and constructed seven preschools across Timor-Leste.

Touch World Cup

Educating The Future held its sixth installment of the Touch World Cup event. Organised and held by Alec Lesmond, we are thankful to the community of over 350 attendees that consistently show up to play football and raise funds for Timor-Leste. As part of our Australian Community, we continue to provide education about education in Timor-Leste and the important role this has for our second closest neighbour. This year, we are proud to have raised close to \$20,000 across the 24 teams that show up year on year. We look forward to the next installment in early 2027.



Our Partners, Donors, & Supporters

Partners

Educating the Future would like to especially recognise the support of the following supporters and partners. These notable supporters underpin the success of this organisation and many of the below contributions enabled Educating the Future to thrive in the 2024-2025 period. We would like to recognise and thank these offices for their ongoing contributions to our organisation. Your support drives our ambition and our ambition knows no bounds. For this, we say thank you, obrigado barak!



Ministry of Education, Youth and Sport Timor-Leste (MEJD)

Ministry of Education Timor-Leste
The Ministry of Education is Educating The Future's primary collaborator and partner in Timor-Leste. As mentioned, the Ministry of Education collaborates with Educating the Future to identify and mobilise 'in-need' communities in Timor-Leste that require infrastructure development before working alongside Educating The Future to realise these projects. Educating the Future is proud to have nurtured the development of this

partnership and truly believes in the long-term, manifold impact early-childhood education can bring. With our mission of being localised, the MEJD provides the time, expertise, insight and logistical mandate to make our work collaboratively emerge. Having signed and sighted our Memorandum of Understanding with the MEJD since 2019, we continue to look at ways to improve our collaboration, including through our recent After School Program.

Supporters

Educating the Future would like to formally acknowledge the generosity of the following supporters.

Waverley College

Educating The Future would like to thank Waverley College for their ongoing contribution. The contribution of the College is difficult to put into words; we would like to foremost give thanks for the venue donation for our Annual Gala Dinner in 2016 and 2017, and most recently in November of 2025. The College also

supported various small scale fundraisers during the school year and have done an amazing job spreading awareness of our organisation. As our founders were old boys of The College, a number of past and present volunteers have been made aware of Educating The Future through the school's support. Thank you!

The Dinner Ladies

We would like to acknowledge Katherine Westwood and Sophie Gilliatt for their numerous contributions to Educating The Future. The Dinner Ladies have supported Educating The Future in a number of capacities,

both as donors and collaborators with our Annual Gala Dinner since 2016. We are incredibly thankful to The Dinner Ladies for their ongoing support and look forward to our future collaborations.

Embassy of Switzerland to Indonesia, Timor-Leste and ASEAN

We thank the Embassy of Switzerland, including the Ambassador, who made a visit to Timor-Leste to visit the After School Program they funded in 2025/26. These funds made the pilot of our program possible in three Municipalities and four separate communities reaching hundreds of Timorese children improving their

learning outcomes. We look forward to sharing the results of the pilot with the Embassy and Ambassador, and hope to continue a strong working relationship into the future with the scale of our evidence-based community-led After School Program.



Regular Givers

John Wakim
Emma Zvarova



Fast Finance

Total revenue for 2025-26: **\$108,763**

In 2025/26 Educating The Future secured total revenue of \$108,763, of which \$20,085 is non-monetary revenue through our volunteer contributions in-kind. This represents an increase of 4% on the previous financial year. Monetary donations and gifts decreased to \$19,436 from \$26,110, while income from our tenth-anniversary Gala and other events grew to \$67,714 from \$38,895, reflecting a deliberate focus on community fundraising during our anniversary year.

Educating The Future recorded total expenditure of \$120,467, of which \$20,085 is non-monetary expenditure through our volunteer contributions in-kind. Of total cash expenditure, international programs and support costs accounted for 50%, reflecting our continued investment in preschool construction and the After-School

Programme pilot in Timor-Leste. Fundraising costs accounted for 42% of cash expenditure in this anniversary year, driven by the Gala, while accountability and administration costs were held low at 8%.

The organisation recorded a deficit of \$11,704 for the year as it invested in localisation and programme expansion, drawing modestly on reserves. The Board and management will continue to monitor the organisation's financial situation. Educating The Future holds total cash at bank of \$105,103. All figures shown in AUD.

Financial Report

Educating The Future Australia Limited

ABN 31 632 970 819

Financial Statements

For the Year Ended 30 June 2026

Contents

1. Director's Report
2. Director's Declaration
3. Statement of Financial Position
4. Statement of Profit or Loss
5. Statement of Changes in Equity
6. Statement of Cash Flows
7. Notes to the Financial Statements
8. Auditor's Independence Declaration
9. Auditor's Report

Educating The Future Australia Limited
ABN 31 632 970 819

1. DIRECTORS' REPORT

The directors present their report on the company for the financial year ended 30 June 2026.

Directors

The names of the directors in office at any time during the financial year and up to the date of this report are:

Name	Date Appointed	Date Resigned	Position	Occupation
Adam Hegedus	17 April 2019		Managing Director	Executive
Oscar Osborne	17 April 2019		Director; Chair	Research Student
Jenny Katrivesis	17 April 2019		Director	Executive
John Cucinotta	17 April 2019		Director; Treasurer	Accountant
Vivian Stephens	17 April 2019		Director	Executive
Grace Harding	28 February 2023	20 May 2026	Company Secretary	Consultant

Activities

The principal activities of Educating The Future Australia Limited during the course of the year were:

- a) To provide relief from poverty, sickness, misfortune, disability and/or helplessness for young children in Timor-Leste and their wider communities by:
 - i. fostering and advancing the cause of disadvantaged children and communities through the provision of educational opportunities.
 - ii. providing the provision of funds to support the construction or upgrade of schooling facilities to enable local leaders to launch and grow community projects designed to relieve poverty.
 - iii. assisting persons who are experiencing financial disadvantage by reasons or age, or any other circumstances by funding programs to enable children and youth to develop their full educational and social potential.
- b) To demonstrate fair distribution of relief, be informed by local people in Timor-Leste and deliver sustained and lasting benefits.
- c) To act as a relief fund.
- d) To become and remain a registered Australian charitable organisation with Deductible Gift Recipient Status as a Public Benevolent Institution.
- e) To solicit donations and gifts for the purpose of carrying out the objects of the Company.
- f) To attract and encourage bequests, legacies and all forms of deferred gifts for the purposes of the Company.
- g) To take such steps by personal or written appeals, public meetings or otherwise as may from time to time be deemed expedient for the objects of the Company.
- h. To carry on the work and assume all assets, responsibilities and liabilities of the unincorporated entity operating under the name Educating The Future (ABN 31 151 129 942) including, if permitted, its ABN.

Educating The Future Australia Limited
ABN 31 632 970 819

DIRECTORS' REPORT (continued)

Significant Changes in the State of Affairs

There were no significant changes in the state of affairs for the Year Ended 30 June 2026.

Significant events after the Balance Date

Since the end of the financial year, there are no known events financial or otherwise that would impact materially on the financial statements of the entity at 30 June 2026.

Results

The deficit for the year ended 30 June 2026 was (\$11,704).

Dividends

No part of the profits or other income or the property of Educating The Future Australia Limited may be paid or transferred directly or indirectly by way of dividends, bonuses or otherwise to the members under Organisation's constitution.

Indemnity

No indemnities have been given or insurance paid during or since the end of the financial year for any person who is or has been an officer or auditor of the Organisation.

Legal Proceedings

No person has applied for leave of court to bring proceedings to which the Organisation is a party for the purpose of taking responsibility on behalf of the Organisation for all or any part of the proceedings.

Directors' Benefits

No member of the Company has received or become entitled to receive a benefit as all services were rendered on a voluntary basis.

In accordance with the resolution of the Directors.



Oscar Osborne
Chair



John Cucinotta
Treasurer and Director

29/9/2026

Educating The Future Australia Limited
ABN 31 632 970 819

DIRECTORS' DECLARATION

The directors declare that in the directors' opinion:

- a) There are reasonable grounds to believe that the registered entity is able to pay all of its debts, as and when they become due and payable; and
- b) The financial statements and notes satisfy the requirements of the *Australian Charities and Not-for-profits Commission Act 2012*.

Signed in accordance with subsection 60.15(2) of the *Australian Charities and Not-for-profit Commission Regulation 2013*.

SIGNED AT this 29/9/2026

In accordance with the resolution of the Directors

A handwritten signature in black ink, appearing to be "Oscar Osborne".

Oscar Osborne
Chair

A handwritten signature in black ink, appearing to be "John Cucinotta".

John Cucinotta
Treasurer and Director

Educating The Future Australia Limited
ABN 31 632 970 819

Statement of Financial Position As at 30 June 2026

Equity	Notes	2026	2025
Current year earnings		11,704	(8,712)
Retained Earnings		116,806	125,440
Total Equity		105,103	116,807
Represented by			
Current Assets			
Cash at Bank		105,103	116,807
Cash held in Timor-Leste Bank	2	0	0
		105,103	116,807
Less Current Liabilities			
Creditors & Accruals			-
Net Assets		105,103	116,807

Educating The Future Australia Limited
ABN 31 632 970 819

Statement of Profit or Loss and other Comprehensive Income For the Year Ended 30 June 2026

Donations & Gifts		Notes	2026	2025
-	Monetary		19,436	26,110
-	Non-monetary	3	20,085	33,595
Grants				
Commercial Activities Income			67,714	38,895
Other Income			1,527	5,937
Total revenue			108,763	104,537
Less Expenditure				
International Programs			50,028	62,486
Program Support Costs			0	2,751
Community Education		4		3,233
Fundraising Costs		4	42,614	3,434
Accountability & Administration			7,740	7,750
Commercial Activities Expenditure				-
Non-monetary Expenditure		3	20,085	33,595
Other Expenditure				
Total Expenditure			120,467	113,249
Deficit for the year			(11,704)	(8,712)

Educating The Future Australia Limited
ABN 31 632 970 819

Statement of Changes in Equity For the Year Ended 30 June 2026

	Retained Earnings	Reserves	Other	Total
Balance as at 01/07/2025	116,807	-	-	116,807
Deficit for the Year	(11,704)	-	-	(11,704)
Balance as at 30/06/2026	105,103			105,103

Educating The Future Australia Limited
ABN 31 632 970 819

Statement of Cash Flows For the Year Ended 30 June 2026

<u>Operating Activities</u>	2026	2025
	\$	\$
Receipts from		
Crowdfunding	1,393	2,696
Donations	18,043	23,413
Dinners and Events	67,714	38,895
Grants		-
Small fundraisers		-
Other		-
Interest	1,527	5,938
Payments to suppliers	(100,381)	(79,654)
Net cash flows (used in)/from operating activities	(11,704)	(8,712)
<u>Investing Activities</u>		
Other cash items from investing activities	-	-
Net cash flows from operating activities	-	-
Net (decrease)/increase in cash and cash equivalents	(11,704)	(8,712)
Cash and cash equivalents at beginning of period	116,807	125,519
Cash and cash equivalents at end of period	105,103	116,807

Educating The Future Australia Limited
ABN 31 632 970 819

Notes to the Financial Statements for the Year Ended 30 June 2026

The company's objective is to pursue the following charitable purpose(s):

- a) To provide relief from poverty, sickness, misfortune, disability and/or helplessness for young children in Timor-Leste and their wider communities by:
 - i. Fostering and advancing the cause of disadvantaged children and communities through the provision of educational opportunities.
 - ii. Providing the provision of funds to support the construction or upgrade of schooling facilities to enable local leaders to launch and grow community projects designed to relieve poverty.
 - iii. Assisting persons who are experiencing financial disadvantage by reasons or age, or any other circumstances by funding programs to enable children and youth to develop their full educational and social potential.
- b) To demonstrate fair distribution of relief, be informed by local people in Timor-Leste and deliver sustained and lasting benefits.
- c) To act as a relief fund.
- d) To become and remain a registered Australian charitable organisation with Deductible Gift Recipient Status as a Public Benevolent Institution.
- e) To solicit donations and gifts for the purpose of carrying out the objects of the Company.
- f) To attract and encourage bequests, legacies and all forms of deferred gifts for the purposes of the Company.
- g) To take such steps by personal or written appeals, public meetings or otherwise as may from time to time be deemed expedient for the objects of the Company.
- h) To carry on the work and assume all assets, responsibilities and liabilities of the unincorporated entity operating under the name Educating The Future (ABN 31 151 129 942) including, if permitted, its ABN.

Note 1 - Summary of Significant Accounting Policies

a) Basis of Preparation

The financial report is a financial report that has been prepared and presented in accordance with Australian Accounting Standards, Australian Accounting Interpretations and other authoritative pronouncements of the Australian Accounting Standards Board.

The financial report is for the entity Educating The Future Australia Limited as an individual entity. Educating The Future Australia Limited was established on the 17th day of April 2019 as a not-for-profit Australian Public Company and operates as a charity.

The financial report has been prepared on an accruals basis and is based on historical costs. It does not take into account changing money values or, except where stated, current valuations of non-current assets. Cost is based on the fair values of the consideration given in exchange for assets.

The following is a summary of the material accounting policies adopted by the company in the preparation of the financial report. The accounting policies have been consistently applied, unless otherwise stated.

Educating The Future Australia Limited
ABN 31 632 970 819

b. Revenue and Expense Recognition

The financial statements include the value of all revenues, expenses, assets, liabilities, and equity of the company.

c. Income tax

No provision for income tax has been raised as the company is exempt from income tax including capital gains tax under division 50-B of the Income Tax Assessment Act 1997.

d. Deductible gift recipient

The Organisation is endorsed as a Deductible Gift Recipient (DGR) entity. It is covered by Item 1 of the table in section 30-15 of the Income Tax Assessment Act 1997.

e. Cash and cash equivalents

Cash and cash equivalents include deposits held at call with Westpac.

f. Revenue

Revenue is recognised upon receipt of funds deposited into the bank account. These include sales of merchandise, donations, and sponsorship. Interest revenue is recognised when received and credited to the bank account.

g. Goods and services tax

The company is not registered for GST.

h. Employee entitlements

All services provided are voluntary and no wages are paid.

i. Trade and other payables

Trade and other payables represent the liability outstanding at the end of the reporting period for goods and services received by the Company during the reporting period which remain unpaid. The balance is recognised as a current liability with the amount normally paid within 30 days of recognition of the liability.

Educating The Future Australia Limited
ABN 31 632 970 819

j. Comparative information

When required by Accounting Standards, comparative figures have been adjusted to confirm changes in presentation for the current financial year.

k. Authorisation for issue

The financial statements are authorised for issue by the Committee at the date of signing the Management Certificate.

l. ACFID Disclosures

The Financial Reports have been prepared in accordance with the requirements set out in the ACFID Code of Conduct. For further information on the Code please refer to the ACFID Code of Conduct Guidance Document available at: www.acfid.asn.au

Note 2 – Cash held in Timor-Leste

Cash is held by Educating The Future's Accountants, Christine Carberry Business Solutions (CCBS) in Timor-Leste. Cash is acquitted at a line-item level from CCBS to Timor-Leste Country Director and Partners to fund implementation associated with our preschool education access program.

Note 3 – RDE Calculation Non-Monetary Revenue and Expenditure

Recognised Development Expenditure (RDE) is the annual eligible expenditure of a Non-Government Organisation (NGO), using contributions from the Australian community. Eligible expenditure is for the NGO's own development and humanitarian activities overseas and development education in Australia. Eligible contributions include donations of cash, gifts-in-kind and volunteer services. Up to half of the RDE can be from eligible gifts-in-kind and/or eligible volunteer services.

In the context of Educating The Future, we have recorded, using a timesheet system, volunteer hours attributed to Timorese Programs for the financial year. The organisation has been recording non-monetary revenue since 2022. Each eligible volunteer has been assigned to the DFAT Enterprise Agreement job description based on their contributions to Timor-Leste Programs. The relevant job description is linked to an Annual Rate in which the recorded volunteer hours are multiplied by. The logged hours are multiplied by the rate of pay table specified by the DFAT Enterprise Agreement in the ANCP RDE Explanatory notes on page 10. Educating The Future has awarded the lowest annual rate of each job description relevant to the respective volunteer.

The final 'salary' calculation forms the 'Non-Monetary Revenue and Expenditure' figures evident in the Statement of Profit and Loss and other Comprehensive Income. Educating The Future has recorded and accounted for this figure in line with ACFID's Mandatory Guidance on Financial Reporting.

Note 4 - Calculation of Community Education and Fundraising costs

Educating The Future Australia Limited
ABN 31 632 970 819

Educating The Future hosts events in the Community for a dual purpose of fundraising and awareness raising of the importance of pre-school education access in Timor-Leste. This is a dual focus at the Annual Touch Football Event. This is displayed through guest speakers and materials distributed. In March 2026, Educating The Future hosted an Annual Touch Football Event and half of the cost of \$6465.80 AUD is associated with Community Education as per our definitions and activities undertaken at this Event.

Note 5 – Directors’ Remuneration

No remuneration was received by any director of the company as all services were rendered free of charges. However, any expenses incurred by directors in discharging their duties on matters relating to Educating The Future Australia Limited were met by the company.

Note 6 – Indemnity

The trustee and any officer, agent or employee of the trustee in discharging their duties in accordance with the guidelines are:

- a. Not liable for any loss or liability; and
- b. Entitled to be indemnified from the Trust Fund.

Note 7 – Contingent Liabilities

The directors are not aware of any contingent liabilities during the year.

Note 8 – Related Party Transactions

There are no related party transactions during the year.

Note 9 - Resolution of the Members at the Annual General Meeting

At the Annual General Meeting, November 16 2026, the Members of Educating The Future Australia Limited reviewed and approved this Statuary Financial Report

Note 10 – ACFID Membership

Educating The Future Australia Limited is a member agency of the Australian Council For International Development (ACFID) including being an accredited signatory to the Code of Conduct. This Code of Conduct defines standards of governance, management, financial control and reporting with which members should comply with and identifies mechanisms to ensure accountability in use of public monies.

Company Details	Registered Office	Principal Place of Business
Educating The Future Australia Limited ABN 31 632 970 819	6/195 Malabar Road, South Coogee NSW 2034	6/195 Malabar Road, South Coogee NSW 2034

**AUDITORS' INDEPENDENCE DECLARATION
UNDER SECTION 307C OF THE CORPORATIONS ACT 2001
TO THE DIRECTORS OF EDUCATING THE FUTURE AUSTRALIA LIMITED**

We declare that, to the best of our knowledge and belief, during the year ended 30 June 2026, there have been:

- i) no contraventions of the auditor independence requirements as set out in the Corporations Act 2001 in relation to the audit; and
- ii) no contraventions of any applicable code or professional conduct in relation to the audit.

KS Black & Co
Chartered Accountants



Scott Bennison
Partner

Sydney, 29/9/2026

INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF EDUCATING THE FUTURE AUSTRALIA LIMITED

Opinion

We have audited the financial report of Educating The Future Australia Limited which comprises the statement of financial position as at 30 June 2026, the statement of profit or loss and other comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes to the financial statements and the directors' declaration.

In our opinion, the accompanying financial report of Educating The Future Australia Limited is in accordance with the Corporations Act 2001, including:

- (i) giving a true and fair view of the company's financial position as at 30 June 2026 and of its financial performance for the year then ended; and
- (ii) complying with Australian Accounting Standards to the extent described in Note 1 and the Corporations Regulations 2001.

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the company in accordance with the auditor independence requirements of the Corporations Act 2001 and the ethical requirements of the Accounting Professional and Ethics Standards Board's APES 110: Code of Ethics for Professional Accountants (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We confirm that the independence declaration required by the Corporations Act 2001 which has been given to the directors of Educating the Future Australia Limited, would be in the same terms if given to the directors as at the time of this auditors report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Directors for the Financial Report

The directors of the company are responsible for the preparation of the financial report that gives a true and fair view and have determined that the basis of preparation described in Note 1 to the financial report is appropriate to meet the requirements of the Corporations Act 2001, and is appropriate to meet the needs of the members. The directors' responsibility also includes such internal control as the directors determine in necessary to enable the preparation of a financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the directors are responsible for assessing the company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the directors either intend to liquidate the company or to cease operations, or have no realistic alternative but to do so.

The directors are responsible for overseeing the company's financial reporting process.

Auditors' Responsibility for the Audit of the Financial Report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the directors
- Conclude on the appropriateness of the directors' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the company to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the directors regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

KS Black & Co
Chartered Accountants



Scott Bennison
Partner

Dated: 27/9/2026

Thank you!

Thank you for reading Educating the Future's 2025/26 Annual Report! We are incredibly thankful to have such far-reaching and enduring support both in Australia, Timor-Leste and across the globe.

Your enduring faith in Educating The Future fuels our work and allows us to change lives in Timor-Leste. Safe access to quality education programs fertilises the next generation of leaders and early-childhood education remains one of the most worthy investments one can make. With your support, we will be able to continue our vital work in Timor-Leste for years to come.

This report provides us with a moment to proudly reflect on our successes of 2025 and the first half of 2026. They serve as key signifiers of our advancement in programs, fundraising, governance and expansion both in Timor-Leste and Australia.

What we have achieved as a network of contributors, donors, volunteers, communities and supporters, exceeds the mere impact of an organisation. Educating The Future is so much more than an organisation; it is an attitude to amelioration through education for the sake of posterity.

Just as we do every year, we would like to acknowledge that the successes of this organisation belong not only to the directors, volunteers, beneficiaries or communities, but to everyone involved with Educating the Future in any capacity. So we thank you once again for the year that was 2025/26, and look forward to what the coming year will bring.



Contact

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www.educatingthefuture.org



ETF Organisation



Educating The Future

Educating The Future is committed to reducing its environmental impact and has produced this report with consideration for the environment. We encourage our audience to view the digital version.