



DOI: <https://doi.org/10.38035/gecr.v2i1>
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Practical Pedagogic in Basic to High Schools as The Field of Democratic Education Management in Timor-Leste

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Abstract: The practical pedagogy in basic to high school serves as the focus of research on democratic education management in Timor-Leste. The purpose of this research is to pinpoint the issues and obstacles or recommendations for forthcoming studies. The technical approach of this qualitative descriptive research analysis employs online research through digital library resources, journals, or printed materials, along with supplementary field research at the Ensino Básico 30 Ciclo Santo Luis Gonzaga school, located in Debos, Suai Covalima district. The participants in this study included a school principal, two teachers representing a total of 15 respondents, and two students representing 350 students at the school, in order to present the data for analysis. The data collection activities occurred in 2025 at the site of this research by administering the questionnaire forms to the participants. The outcome and discovery of this research highlight issues faced by schools, including challenges such as the shortage of teaching personnel resulting from the education Ministry's political policy to temporarily cease the employment of many teachers in the area due to innovations and reforms aimed at improving and enhancing the quality of education in Timor-Leste. The education system is offered to everyone equally, accessible to all without discrimination, in accordance with the state constitution and the enforcement of human rights laws in Timor-Leste.

Keyword: Pedagogical Concept, Teachers – Students, Management, Democratic, Curriculum

INTRODUCTION

Effective educational management relies on utilizing practical teaching strategies and leadership techniques to improve learning results. This matter is crucial for advancing the

school students in their learning within the academic environment of the social group to enhance their skills and knowledge. Curriculum content, teaching methods, and values (Bush, 2007) are the focus of learners' studies to enhance their skill development. Education is a mental framework through which humans stimulate their minds via learning, progressing, and motivating themselves to achieve both mental and physical well-being for each person; it also encompasses habits and experiences (Bacon, 1883). Bacon asserts that early-born children and the untimely acquisition of these skills have resulted in a superficial and unbeneficial approach to their instruction and management, which is tailored to the abilities of children. Teaching plays a crucial role in helping young children grow into adults by enhancing their ability to acquire knowledge through educational experiences.

The execution of practical pedagogy in the area of Democratic management involves creating an inclusive, participatory setting in education that ensures all stakeholders are heard. The school administration must prioritize overseeing and regulating the educational process, especially concerning teaching methods. Instruction and education, innovative concepts and methods pertinent to active teachers (Santamaria, 2014). Teacher Autonomy enables educators to choose teaching methods that suit their students' needs. Student Leadership Initiatives to provide chances for students to assume leadership positions and represent their fellow classmates. To ensure that permanent social interests remain in focus, it is essential to advance policies that emphasize long-term advantages, involve citizens in the decision-making process, and cultivate a sense of civic duty. Accomplishing this may assist to ensure a more equitable and sustainable future for all people.

The practical pedagogic is largely implemented in a new country like Timor-Leste is a golden opportunity to have much more skills to the young generation for learning in various areas of education. It is very essential part of the young people to contribute and support the development of the country through education skills to bring state into the world global. Because education is an essential key to develop the country from various sectors of education. Because education generally is a key concept of the development of the country (Silva, Sunarny, 2025) around the universe. Timor-Leste is a new country was born since unilateral process on November 28th in 1975 from the Portuguese dominants for 450 years settled in the land of Timor, but the unilateral independence was unacceptable by the world and hampered through conspired notions from foreign country in distrusting and suspecting of the doctrines of Communism influencing into the island state (Silva & Sunandar, 2024). On this reason Indonesian government and their Military forces were influenced and conspired (Ford, 1976) by the foreign countries' leaderships then occupied the land and destroyed all the internal government policies was halted including all strategy planning for educational process, on pedagogic activities such teaching and learning strategies in the former Portuguese schools were left by the Portuguese colonial totally discontinued then face lots of negative consequences and 300.000 people were slain during the conflicts in island state.

With extensive help from the donor community, the formal school system, by and large, was rebuilt within about 18 months of the destruction in 1999. By early 2001, about 86 percent of classrooms were rehabilitated and useable (Ministério da Educação da RDTL, 2005). Some 922 schools were in operation, of which 82 percent offered primary education, 11 percent provided junior secondary education, 3 percent provided senior secondary education, and the rest provided other types of education. As well as widespread destruction of the infrastructure, there was also disruption to the enrolment and schooling of children. Both gross and net enrolment rates fell during this period. However they have now more than recovered for primary schooling.

Clearly, the importance of education and its role in the survival of a society may appear as an obvious truth; this is a notion expressed by John Dewey in his work, Education and

Democracy (Manis, 2001). Education and democracy are tightly linked, impacting one another in important ways. Practical pedagogical learning must be implemented accurately and professionally, fostering skills in students to contribute to ongoing social development over time. In a democratic nation, schools serve as hubs for education, fostering a positive learning environment and promoting educational growth. Decision-making is not the responsibility of a sole leader; instead, how to make decisions, address issues, and prioritize solutions is managed through democratic systems.

In participatory learning, students must actively engage in the learning process, with significant involvement from teachers as educators. This indicates that the instruction from the educators is not neglected in reaching the objectives. In pedagogical practice, democratic education promotes active student involvement in their learning, nurturing a feeling of ownership and accountability. In this manner, they can immerse themselves in their academic pursuits, focus, and professional growth to meet their goals, which involve acquiring skills for their personal development and knowledge enhancement. School is an entity that plays a crucial role in the process of transmitting knowledge, shaping the attitudes of the young, as indicated by John Dewey (Manis, 2001). Schools serve as collaborative spaces for the community, their children, and the coordinators of the institutions. Students must adhere to and accept all the school's rules and regulations as part of the disciplinary framework in the academic learning environment. Classrooms that encourage discussion and teamwork reflect democratic ideals, implying that everything should adhere to democratic guidelines, allowing everyone the right to accept, voice, converse, express, listen, refuse, etc.

METHOD

Qualitative descriptive analysis is typically employed by different researchers for descriptive examination in evaluating their research writings (Gilham, 2000). The methods of this writing involve gathering information through online sources, such as digital journals, books, or references that relate to the subject of this study (Creswell, 2006). Data for field research is gathered by the researcher via a main school, with 2 teachers representing 15 teachers and 2 students reflecting the 350 students at the field research site located at the school Ensino Básico 30 Ciclo Santo Luis Gonzaga, Debos, Suai Covalima. Moreover, 2 others from Senior High School, Ensino Secundário Geral de Setembro de Dili, and 1 student from EBC 30 Ciclo de Farol, Dili.

RESULT AND DISCUSSION

Education is social interest for Management development in Democratic Society

The enduring social interests may be overlooked (Manis, 2001). The idea of "permanent social interests" pertains to the lasting needs and values of society that ought to be emphasized in governance and education (Dewey, 1964). When these interests are neglected, several fundamental concepts central to educational management encompass planning, organization, direction, coordination, and control. Education plays a crucial role in preserving democracy by fostering informed, active, and responsible individuals. Focusing on fair access to quality education enables societies to reinforce democratic values and practices. Education equips individuals with knowledge and abilities, allowing them to enhance their situations and support society, which fosters social development and advances social mobility towards achieving a prosperous future. For a child to develop sufficient skills, they can attend school to gain educational knowledge, thereby enhancing their capacity and sharing knowledge from teachers or the teaching staff. Education is undoubtedly a significant social concern that plays a crucial part in shaping communities and societies overall.

All societies consist of numerous sub-societies, including the household (family), the church, the state, and more. Taljaard (in Mentz, 1990) describes a societal relationship as one

in which individuals are united by shared interests and collaboratively strive to achieve the same objectives. A social connection thus arises from a shared intention that unites individuals in similar behaviors. Taljaard (in Mentz, 1990) outlines the features of a social relationship as follows:

- 1) A social relationship contains a hierarchy of power.
- 2) A social connection is tied to a specific community.
- 3) A social relationship involves a mutually dependent link.
- 4) A social connection is organized (Oosthuizen, 1992).

Different societal relationships, each defined by its distinct nature and operating independently within its specific area of action, play a role in a child's education. The four societal relationships primarily engaged in raising the child include the home (family), the educational institution, the religious organization, and the university (Vander Walt et al., 1982). This writing will concentrate on the function of the school (and its teachers) and the home (managed by the parents) as the child's educators (Oosthuizen, 1992).

Education is also shown to advance gender equality and empower women. A significant focus of the Government pertinent to the creation of vocational and adult education policies and programs is the enhancement of women's empowerment and the reduction of gender inequality, along with better access to opportunities for economic and political progress. By means of education, it is possible to diminish illiteracy across the entire state, facilitating eligibility for national development through skilled individuals.

Education can be divided into three primary types: formal, non-formal, and informal education. Each has unique functions and targets various audiences. John Dewey (Dewey, 1964; Manis, 2001) states that formal education is the educational institution that society legally accesses based on the location of the educational facility. A significant contrast exists between the education acquired from coexisting with others, provided one genuinely engages in life rather than merely existing, and the intentional teaching of the youth. Education is secondary; it is inherent and essential, yet it is not the primary purpose of the organization as Dewey pointed out in his observations. Organized learning occurring within an academic environment, like schools, colleges, and universities. Adheres to a defined curriculum and uniform evaluation. Formal education is characterized by a recognized structure, form, or rules (Smith, 2004); (Mayor, 2006), especially reflecting governmental expectations often conveyed through legislation or official policy declarations. Schools might end up with the leftover responsibility of interpreting outside demands instead of establishing goals based on their own evaluation of student needs. Given that formal education is typically defined (Läänemets et al., 2018), it can be utilized by entities tasked with managing education (e.g., governmental or regional bodies) to harmonize learning methods across various sites within a system. This indicates that formal education can enhance, manage, and oversee learning for the sake of effectiveness (Cain & Chapman, 2014; Johnson & Majewska, 2022).

Zaki Dib (2017) emphasizes that Formal education refers to a systematic and organized educational framework, structured and managed based on specific laws and standards, showcasing a quite inflexible curriculum concerning objectives, content, and methodology. Education can be divided into three primary essential categories: *formal*, *non-formal*, and *informal education*. Each fulfills unique functions and targets various audiences. As per John Dewey (Dewey, 1964; Manis, 2001), formal education refers to the educational institution that society legally engages with at the site of learning. It features a continuous educational process referred to, as noted by Sarramona, as “presential education,” which inherently includes the teacher, the students, and the institution. *Non-formal* and *informal education* represent two unique forms of learning that take place outside the conventional formal education system. *Non-formal education* pertains to structured educational activities that occur outside the conventional school framework while remaining intentional and organized.

Informal education pertains to learning that takes place beyond a formal, organized educational framework. It frequently occurs naturally, through experience, and without intention, happening in regular settings.

In what we refer to as *informal education*, the content is embedded directly within the fabric of social interactions. It is the actions and words of the people with whom one associates (Dewey, 1964). Informal education is essential for personal growth and continuous learning. It enhances formal and non-formal education by offering practical, experiential learning opportunities that enrich individuals' lives and deepen their understanding of the surrounding world.

The idea of a democratic society is that everything essential is supplied within the community completely for the communities and by the communities, as stated by Abraham Lincoln (1808-1865). Education is essential in promoting a democratic society. To sum up, education is crucial for fostering knowledgeable, involved, and responsible individuals who can effectively participate in and support democratic values and practices. Democratic concepts encompass four elements (Plato Stanford.edu, 2024) : *Firstly*, democracy involves collective decision-making, referring to decisions made for groups that are intended to be obligatory for all group members. *Secondly*, we aim for this definition to encompass various types of groups and decision-making processes that might be referred to as democratic. Democracy can exist in families, voluntary groups, businesses, as well as in states and international and global entities. The definition aligns with various electoral systems, such as first-past-the-post voting and proportional representation. *Third*, the definition is not meant to hold any normative significance. It aligns with this definition of democracy that having democracy in certain contexts is not preferable. The definition of democracy does not resolve any normative issues. *Fourth*, the level of equality demanded by the definition of democracy can vary in depth.

Some contend that education has both *intrinsic* and *extrinsic* objectives (White, 2010). In reality, it has two alternative objectives, specifically *extrinsic* and *intrinsic* goals, which can be understood in a general sense. (Suman, 2023) *Extrinsic* education encompasses several components as follows: (a) Job Opportunity, which refers to education often leading to improved job prospects and higher potential. (b) Social Status, indicating the attainment of specific educational qualifications to enhance an individual's social standing and gain respect in society. (c) Workforce Skills, involving various educational programs designed to equip students with the necessary skills for the job market. (d) Credential Certification, meaning that formal education typically results in certification or a level of education required for particular careers. (e) Opportunity Network, representing educational institutions that offer platforms or policies for work partnerships, connecting students with both professional skills and personal potential (White, 2010: 3; Zhou & Zhang, 2023).

Deci, Koestner & Ryan (2001) emphasized that education with *intrinsic* objectives is (a) Personal fulfillment, which involves education aimed at self-assurance, as most individuals seek education for the enjoyment of learning and personal gratification. (b) Critical thinking, which refers to the capability for independent thought and the skills to analyze and evaluate information judiciously. (c) Curiosity and exploration, which indicates an interest in investigation that fosters a passion for lifelong learning and the pursuit of new concepts. (d) Self-discovery, which represents insights gained internally, as education aids individuals in realizing significant ambitions or aspirations, motivation, and abilities. (e) Emotional and social growth, which refers to the development of emotional intelligence, empathy, and social skills.

Deci et al (2001) pointed out that education with *intrinsic* goals is (a) Personal fulfillment, namely education that is directed towards self-confidence, namely most people pursue education for the pleasure of learning and personal satisfaction. (b) Critical thinking,

namely critical thinking, namely education is centered on independent ideas and the ability to analyze and evaluate information critically. (c) Curiosity and exploration, namely interest and exploration, is to lead to a love of continuous learning and exploring new ideas. (d) Self-discovery, namely discovery that comes from oneself, namely education helps individuals to obtain great ambitions or desires, will, and talents. (e) Emotional and social growth, namely promoting emotional intelligence, empathy, and interpersonal skills through interactions with partners and educators (White, 2010). Overall, both extrinsic and intrinsic drives, (Deci, Koestner & Ryan, 2001) education has a very dominant role in shaping superior individuals and society.

The concepts of Pedagogic in Educational Management

Etymologically, the term pedagogy has a lengthy background originating from ancient Greek, derived from ‘paidagōgēō,’ where ‘país’ (the genitive form denoting possession or close association) (Smith, Soanes & Stevenson, 2004) translates to ‘child,’ and ‘ágō’ means ‘to lead,’ literally signifying to lead the child. The Latin term originating from the word for pedagogy translates to ‘child instruction,’ which in contemporary usage refers to the complete context of teaching, learning, and the actual processes involved. In English education, this is known as instruction theory (Shah, 2021). Pedagogy involves the art and science of education, including different strategies, techniques, and approaches that teachers employ to enhance learning processes.

Educators are crucial in molding the learning experience and impacting students' lives. The relationship between parents and teachers shares a common objective: the child's education. Despite the common objective that unites parents and teachers, experience has indicated that unclear roles regarding the rights and responsibilities of the parties involved may result in discord (Oosthuizen, 1992). A teacher is someone who provides directions or guidance in the classroom and acts as a guardian similar to a parent within the school environment. His or her role is to educate and inspire the students as participants who are prepared to learn and listen to him or her. A teacher is an individual (Mayor, 2006) who instructs and trains students in a school. The teacher plays a crucial role; within the teacher rests the potential for success or failure in attaining educational objectives in school (Putri et al., 2019); (Murray and others, 1982).

Educators play a crucial role in influencing both academic understanding and the personal and social growth of learners. Their commitment, expertise, and enthusiasm create a lasting influence on people and the larger community, establishing teaching as an essential profession in society. A ‘teacher’ refers to an individual who executes an educational curriculum, evaluates student involvement in an educational curriculum, and/or manages or offers ongoing and significant guidance to an educational curriculum (Dori Lal, 2016). Teacher preparation involves a multifaceted and intricate teaching approach. By asserting a ‘layered’ approach to teacher education, we emphasize that the learning of children and youth is central to all teacher training, while layers above this focus on the learning of teachers and teacher educators themselves (Boyd et al., 2014).

Successful education leaders understand how to manage change efficiently, whether they are teaching in a classroom, managing a school, running an early childhood program, or working to enhance broad education systems. Childhood Education International aids in crafting strategic plans for educational institutions or initiatives, develops educational leadership programs or training sessions, enhances original training and programs via accreditation and credentialing, among other services (Whitehead, and her friends, 2021).

Learning is a fundamental foundation of progress. Education serves as a fundamental pillar of society, significantly influencing multiple areas. Management of education is essential for the effective and efficient operation of the education system to meet the

established educational objectives (Nurchahya et al., 2024). The fundamental idea of education management encompasses numerous principles, strategies, and methods employed to oversee the education system entirely, from planning and execution to assessment. Education management encompasses multiple facets, such as school leadership, curriculum planning, human resources, financing education, assessing and enhancing educational quality, along with interactions with personnel engaged in the educational process to advance the future of education in all domains.

The idea of democracy centers on the significance of liberty. Democracy entails existing within a system of governance and legal frameworks (Munic, 2014) that one can affect either directly or indirectly; it emphasizes liberation from political control, with freedom defined as “compliance with a self-imposed law.” Democracy also emphasizes the significance of equality, meaning that every individual governed by a system has an equal right to freedom and, therefore, their preferences should be considered equally. In other terms, the suggested reconceptualization views political freedom and political equality as fundamental concepts, meaning concepts that serve to define additional concepts. Todas as pessoas têm o direito à educação, ao trabalho, à liberdade de expressar suas ideias, etc. (Constituição da RDTL, 2002). Every person is born with freedom and equality in rights and dignity. They possess reason and conscience and ought to behave towards each other in a brotherly manner (Article 1, human rights law) (Demelash & Tesfa, 2009).

The term education, originating from 'to educate', is a verb that signifies teaching or training for some individuals, encompassing the theory and practice of instruction. The education process of becoming educated Mayor (2006); Smith (2004), and Hornby (1995). Instruction and education are essential elements of the learning experience. The connection between teaching and learning is fluid and interrelated. Efficient teaching methods promote significant learning experiences, whereas a thorough comprehension of learning processes guides instructional practices. Collectively, they promote effective learning and comprehensive growth.

Pedagogical learning and Education System in Timor-Leste

Education is a determining factor for the future of the country, and through quality education, the aspirations of a society, the state and the nation can be achieved. *Law No. 14/2008 of October 29* (Jornal da Republica, 2014), which approved the Basic Education Law, provided Timor-Leste with a framework for quality education. The curriculum, representing at the same time the content and the way of teaching, is shown as the main instrument for implementing the objectives of the first and second cycles provided for in the Basic Law.

Education plays a crucial role in shaping the future of a nation, and with quality education, the goals of society, the government, and the country can be realized. Law No. 14/2008, enacted on October 29 (Jornal da Republica, 2014), established the Basic Education Law, offering Timor-Leste a foundation for quality education. The curriculum, which encompasses both the content and the teaching methods, serves as the primary tool for achieving the goals of the first and second cycles outlined in the Basic Law.

The National Development Plan highlights the shortcomings of skills training, stating it is significantly insufficient, its curriculum too theoretical, and the qualifications of unemployed youth do not align with the demands of the present labor market (Ministry of Education, 2005). To express these issues, the primary objectives for vocational and technical training and adult education outlined in the National Development Plan (NDP) consist of the following:

- 1) Reduce illiteracy by encouraging education for adults. Adult education initiatives are designed to focus specifically on the requirements of rural inhabitants, marginalized

- individuals, and women, by all methods including NGOs (Non-Governmental Organizations).
- 2) Tailor educational services to meet the diverse needs of different regions; and
 - 3) Create initiatives for unemployed young individuals and for students who have left school, offering Requirements for entering the job market.

There are various types of schools in Timor-Leste, ranging from pre-school to higher education, each with distinct educational criteria (Quinn, 2023) established by the government, reflecting differing policies within the country. Certain educational institutions are formally created by: a) Government schools; b) Private Catholic Schools; c) The normal private schools; d) International Schools; and e) Portuguese Schools.

a. The Government schools;

Public state schools are established under the commitment of state governments with all essential school institutions, educators, resources, funding, and everything related to governmental responsibilities. And the schools do not charge monthly student fees; the government offers free education to the community. The students must purchase their school uniforms, while the monthly school fees are free and without cost, commonly referred to as Escola Pública (public school) or state school. The institutions of higher education with low fees per semester every six months. There are several school types based on their equivalence: (a) Senior Secondary high school; (b) Secondary Vocational high schools including: (1) Senior High School (Ensino Secundária Geral); (2) Technical High Schools (Etvoc – Escola Técnica Vocacional); (3) Economic Vocational High School (SMEA) or Escola Vocational para Economia e Comércio (Economic High School).

b. Private Catholic Schools

Catholic Schools are considered private institutions overseen by the Catholic Church overall. The Catholic educational institutions are accountable for all the facilities required by the school, while the Central government, specifically the Minister of Education and Culture, Youth and Sport, oversees all the teachers. Students are billed on a monthly basis to cover school fees, with significant amounts from pre-schools to universities.

c. The normal private schools or group of educational institution.

Regular private schools are accessible to the public through Veteran individuals, but they are funded by the government, which covers all facility requirements and compensates the teaching staff. The school's fees are billed to students on a monthly basis, covering all levels from preschool to higher education institutions.

d. International Schools

International Schools are accessible to the public through teachers who are foreign nationals. They supply the funding and applications to the government and then formally launched the schools to the community following license approval. Students are required to pay high school fees on a monthly basis. These International schools are accessible to wealthy individuals or to government organizations. Individuals from low-income backgrounds often cannot afford to pay school fees. The International teachers establish schools accessible to the public from elementary to high school levels of education. The curriculum or subjects taught in the classroom entirely utilize the English language from preschool through secondary school. Dili International School, featuring the slogan

“Embracing and Diversity.” Numerous school locations can be found in Dili, such as Mascarenhas, Vilaverde, and Pantai Kelapa, among others.

e. Portuguese Schools

Certain schools are established by Portuguese educators in various locations. A somewhat well-known location in Dili is the Portuguese High School Ruy Cinatti, which occupies the former SPGk Santo Yoseph building in Balide and is connected to the SENOFA (Seminário Nossa Senhora de Fátima, Dili) facility within the same complex as Universidade Católica de São João Paulo Segundo, Dili. The establishment began in 2002 as the Escola Portuguesa de Díli. Em 2009, recebeu o novo nome de Centro de Ensino e Língua Portuguesa.

In order to address certain internal issues within private educational institutions related to education quality, the Ministry of Education must collaborate closely with the agencies tasked with private sector development and the private sector itself, ensuring that local businesses can take advantage of these opportunities, while adhering to the standards for responsible and cost-effective procurement (Ministério da Educação, 2005: 23).

The Mixed Curriculum implementation Management in the schools

a. ECTS Curriculum

Recent times have seen the adoption of educational systems and technical teaching methods from Indonesia. All curriculum issues, ranging from elementary or basic education to higher education levels, stem from Indonesia's previous curriculums. Despite government policies politically embracing the European Curriculum known as the European Curriculum Transfer Accumulation System (ECTS) (Quinn, 2023; Alex, 2015; Pacheco, 2009) and a blended curriculum. Gradually, the implementation of the curriculum renders occurs across all educational institution systems throughout East Timor. The European Credit Transfer and Accumulation System (ECTS) was implemented in Timor-Leste to ensure higher education meets international standards and enhances academic mobility. The length of each teaching period is 45 minutes for every hour allocated to a teacher's subject in the actual application of this blended curriculum. These are the overall guidelines for the teaching and learning process in the classroom according to the school regulations established jointly by the Ministry of Education, Culture, and Sport.

Timor-Leste possesses a National Education Strategic Plan for 2011-2030 designed to enhance educational quality and guarantee equal access (Education Ministry, 2011). (Quinn, 2022). In 2013, a national reform of the curriculum for basic education was launched, aiming to establish a Timorese educational system that emphasizes the nation's culture, history, and environment to reinforce national identity. The curriculum promotes incorporating local examples during the learning experience. The execution of the curriculum reform has encountered obstacles like miscommunication and teachers' lack of familiarity with the material. Leaders in education and teacher professional development are aiding in the advancement of curriculum changes (Ogden, 2017). Training sessions have been scheduled to respond to educators' queries (Quinn, et al., 2023).

The evidences below show that various lists of subjects recorded in 'caderneta da estudante' differ among Schools; for illustration, some subject lists have been selected by the writer as data samples from the differences among the schools mentioned here:

Table 1. Ensino Básico Primaria de Rumbia, Caicoli Dili

No	Subject Names
1	Lingua Portuguesa
2	Lingua Tetun
3	Matematica
4	Ciências Naturais
5	Ciências Sociais
6	Religião e Moral
7	Educação Física
8	Saúde e Higiene
9	Belas artes e Trabalhos Manuais

Source: Caderneta da Tereza Milenia D.N. S. da Silva

Table 2. Ensino Básico 3^o Ciclo de Cristal, Balide de Dili

S/N	Subject names
I	Competente Gerais
1	Tétun
2	Português
3	Inglês
4	Indonesia
5	Cidadania e Desenvolvimento Social
6	Tecnologias Multimédia
7	Religião e Moral
8	Educação Física e Desporto
II	Competente Especifica
9	Física
10	Química
11	Biologia
12	Geologia
13	Matemática

Source: A Diploma do Filipe Cardoso S. da Silva do Ensino Básico 3^o Ciclo de Cristal

Table 3. Ensino Secundária de 4 de Setembro, de Balide Dili

S/N	Subject names
I	Área de Desenvolvimento de Linguística
1	Tétun
2	Português
3	Inglês
II	Área de Desenvolvimento de Científico
4	Matemática
5	Ciências Físico-Naturais
6	História e Geografia
III	Area desenvolviment pessoal e social
7	Educação Física
8	Educação Artística
9	Educação Cívica, Cidadania e Direitos Humanus
10	Educação Religiosa e Moral
11	Competências para Vida e para o Trabalho

Source: A Diploma do Jacob de Lima S. da Silva do Ensino Secundário de 4 de Setembro, Dili.

All the lesson plans and syllabus uses to follow the education systems of Indonesia since their occupation periods. The curriculum reform focuses on improving literacy and numeracy, and reducing student drop out (Pacheco, 2009); (Quinn, 2023). The curriculum stipulates Tetum as the first language of instruction, with the gradual inclusion of Portuguese

throughout elementary school. The aim is for students to be fluent in both languages by grade 6, as Portuguese is the language of instruction in secondary school. However, there is a shortage of teachers fluent in Portuguese. Most of the Portuguese teachers are from the former graduate Quarta Classe or four grade students then selected emergently as real teachers since 2000, they are from Portuguese school during the time of Portuguese occupation before Portuguese left the island in Timor-Portuguese. However the challenges on negative impacts as hampering the development of education in Timor-Leste it is the consequences of a new nation in the middle of the world being left by the fragile situations, little by little the people of Timor-Leste moving forward through their educatsion. The efforts and work hard of the constitutional government of Timor-Leste with their political policy move forward. Challenges are mostly found in the Education Ministry of Timor-Leste since 2000 until recent year (Education Ministry, 2005). According to this issues most of the staff of Education Ministry are mostly elderly people even so their work contributions to the island state is very significant and with highest valuable to the state during the war conflicts and fragile situation left by the invaders most of the staff are from veteran people.

Finding and result

The outcome and discovery of this research highlight issues within the education system, particularly challenges like the shortage of teaching personnel due to the Ministry of Education's political policies, which have temporarily halted many teachers in the region (Tatoli, 2023); (GMN TV, 2023). This situation hampers innovations and changes necessary for revitalizing, enhancing, and improving the quality of education in Timor-Leste. The education system is offered equally to all individuals, free from discrimination according to the constitution (Constituição da RDTL, 2002) of the state, and is designed to democratically adhere to the implementation of human rights laws (Demelash & Tesfa, 2009:1,2) in Timor-Leste. The legal execution of education is ensured for all genders based on diversity equally, freely, and with progress, devoid of discrimination. The issue is addressed gradually; expect an ideal resolution. The blended curriculum supports the advancement of education through practical pedagogy in educational management within democratic societies, similar to numerous developing nations globally. The government of Timor has been implementing a combined curriculum from Europe (ECTS) (Quinn, 2023; Pacheco 2009; Alex, 2015) and Indonesian educational programs (Silva, 2023).

Data Presentation

The questioners prepared for 10 questions are presented to a school principal via an interview. The respondents are requested to fill out the forms containing 10 questions, along with some extra questions asked verbally to two educators. Ultimately, two students receive forms containing 10 written questions along with additional verbal questions related to the subject being taught by the teachers in the classroom. The researcher inquires about certain school subjects from their caderneta da escolar for elementary, pre-secondary, and senior high school as outlined in this article. Um aluno é retirado da EBC Farol de Dili para coletar as evidências, como a caderneta escolar. E mais duas do Ensino Secundário Geral de 4 de Setembro em Dili.

Table 5. Data collections from the subject researches and respondents

S/N	Position	School	Age
1	School Principal	Ensino Básico Católico St. Luis Gonzaga, Debos, Suai Covalima	57 years old
2	Teacher	Ensino Básico Católico St. Luis Gonzaga, Debos, Suai Covalima	35 years old
3	Teacher	Ensino Básico Católico St. Luis Gonzaga,	40 years old

S/N	Position	School	Age
		Debos, Suai Covalima	
4	Student	ESG de 4 Setembro de Dili	19 years old
5	Student	ESG de 4 Setembro de Dili	17 years old
6	Student	EBC 3 ^o de Farol Dili	13 years old

CONCLUSION

East Timor, as a recently established nation, is advancing through a democratically managed education system that employs a blended curriculum aimed at enhancing and promoting high-quality education with innovation and progress. Nevertheless, it was merely about emerging from the conflicts and suffering the government has tirelessly worked to address, along with previous efforts and diverse perspectives aimed at promoting development through education. In this case, the government entities, specifically the Minister of Education, are making substantial efforts to enhance education by improving the education management system across all areas for innovation, along with a political policy aimed at gradually renovating and altering the education system in the country. While effective solutions have been demonstrated and are clear in various sectors showing good progress, there remain some challenges and negative impacts in certain areas. The educators are primarily drawn from young individuals who have completed their studies at higher education institutions, guided by the idea of placing the right people in the right roles. The new educators have completed their degrees from the education faculties of various universities in East Timor, featuring departments like English, Portuguese, Sociology, Mathematics, Psychology, Chemistry, History, Biology, Religion, and more.

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