

The Purposes of Education for Timor-Leste:

**Critical Discourse Analysis of Tensions, Trends and Gaps of the Views
and Perceptions of the Education Stakeholders and Education and
Education-Related Documents**



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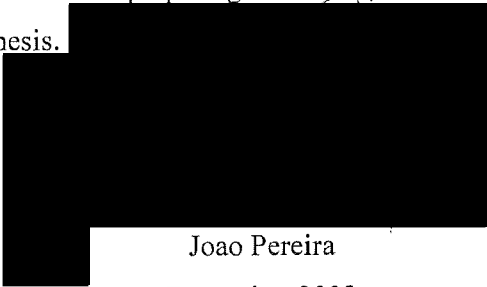
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CERTIFICATION

I certify that the substance of this thesis has not already been submitted for any degree and is not currently being submitted for any other degree or qualification.

I certify that any help received in preparing this thesis, and all sources used, have been acknowledged in this thesis.



Joao Pereira

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ABSTRACT

The education in Timor-Leste has undergone through several educational systems. The European Missionaries and the Portuguese colonial introduced its *rudimentary* and *elite-oriented group* educations system before 1975. A *community needs-base orientation* education system was introduced by Frente Revolucinario de Timor-Leste (Fretilin) party who proclaimed the independence of Timor-Leste unilaterally in 1975. From 1976 to 1999 under the Indonesian invasion, it applied a *mass education-orientation system*.

The 95 per cent destruction of the sector in 1999 following the announcement of the result of referendum the sector was undergoing an emergency period of education system. The education reconstruction was only commenced after the restoration of the country's independence 20 May 2002. The first basic education policy was approved in 2007. The basic law of education was approved and promulgated in 2008 defining a definitive education system of the country. Both the policy and the basic law for education laid down fundamental basis for change in the sector.

The country desperately needs an education that could prepare the students as the future generations of the country. It might need to prepare the students with knowledge, skills, and attitudes that reflects the changes of the past education systems but also learning from best practices of them. It might need to prepare the students to respond to the needs as a newly independent country which is lacking of human resources capacity to explore and defend its resources. And, it might prepare the students for responding to the needs in the future both the advantages and the benefit of globalization.

This research is a study to explore the views and perceptions of the government, the churches, an institution that have been played critical role in the sector during the history of the country, the education donors, the parents and community, the teachers, and the students on the purpose of education in Timor-Leste. It analyses their views to identify tensions, trends, and gaps based on the established seven conceptual frameworks designed for the study accumulated from the result of literature review and the education documents.

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My obsession has been focusing on what would be a good education system for Timor-Leste that could produce young Timorese with technical/vocational and professional knowledge, skills and attitudes. This thesis could be a simple contribution to education sector in Timor-Leste. After completing this thesis and, I reflect on my research endeavor, I owe enormous appreciation to Ministry of Education and Culture RDTL and to my research participants, the Catholic Church/Diocese Dili, the Protestant Church in Dili Timor-Leste, the Muslim Community in Dili Timor-Leste, the Pre-secondary school Paulo VI Dili Timor-Leste, the Pre-secondary School no. 1 Ladi Suai Timor-Leste, UNICEF Timor-Leste, UNESCO Jakarta/Timor-Leste, the World Bank Timor-Leste, and the Portuguese Mission in Timor-Leste. Similarly, I thank my thesis supervisors, Dr Kelvin McQueen and Dr Charles Kivunja and, my former supervisors Associate Professor Peter Martin Ninnes, Associate Professor Edward Redden, and Siri Gamage for their constant guidance, encouragement and support with their research experiences and expertise, and editorial work. Their determination, insistence and unceasing academic and moral support, made the completion of this thesis available.

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LIST OF ABBREVIATIONS AND ACRONYMS

- Apodeti (Associação Popular Democrática de Timor-Leste)
- BLE/LBE (Basic Law for Education/Lei de Bases da Educação)
- CDA (Critical Discourse Analysis)
- CRC (Convention on the Rights of the Children)
- CIDAW (Convention International on Discrimination Against Woman)
- CNRM (Concelho Nacional da Resistencia Maubere)
- CNRT (Concelho Nacional da Resistencia de Timorese)
- CIVPOL (Civil Police)
- Ch (Chapter)
- DA (Discourse Analysis)
- ETTA (East Timor Transitional Administration)
- ESRP (Emergency School Readiness Project)
- EFA (Education for All)
- Fretilin (Frente Revolutionaria de Timor-Leste)
- FFDTL (Falantil-Forças da Defesa de Timor-Leste)
- GDP (Gross Domestic Product)
- GER (Gross Enrolment Ratio)
- GNP (Gross National Product)
- Gertil (Grupos de Estudos de Reconstrução de Timor-Leste)
- HCT (Human Capital Theory)
- HDI (Human Development Indicators)
- HDI (Human Development Index)
- IOM (International Organization for Migration)
- KOTA (Klibur Oan Timor Ass'wain)
- LDC (Less Developed Countries)
- LBE (Lei de Bases da Educação)
- MECYS (Ministry of Education, Culture, Youth and Sports)
- MICS (Multiple Indicator Cluster Survey)
- MPR (Majelis Permusyawaratan Rakyat)

MDG (Millennium Development Goal)
MEC (Ministério da Educação e da Cultura/Ministry of Education and Culture)
NDP (National Development Plan)
NECP/PNEC (National Education and Culture Policy/Política Nacional da Educação e da Cultura)
NET (Net Enrollment Ratio)
NTT (Nusa Tenggara Timur)
NGO (Non-Governmental Organization)
NSW (New South Wales)
RDTL (Republic Democratic of Timor-Leste)
SC (Socially-critical)
TFET (Trust Fund for East Timor)
TL (Timor-Leste)
UN (United Nations)
US (United States)
USA (United States of America)
UNHCR (United Nations High Commissioner for Refugees)
UNAMET (United Nations Mission for East Timor)
UNTIM (Universitas Timor Loro-Sa'e)
UNTAET (United Nations Transitional Administration in East Timor)
UNMISSET (The United Nations Mission in East Timor)
UNMIT (The United Nations Mission Integrated in East Timor)
UNDP (United Nations Development Programme)
UNIDO (United Nations Industrial Development Organization)
UNICEF (United Nations Children Fund)
UNESCO (United Nations Education Social Cultural Organization)
UNDAF (United Nations Development Assistance Frameworks)
UDT (União Democrático de Timorese)
V/NC (Vocational/Neo-classical)
WFP (World Food Program)

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