

TIMOR-LESTE RECENTLY ADOPTS MIXED CURRICULUM OF INDONESIA AND EUROPEAN ECTS

Elizito de Almeida¹, João da Silva², Zeferino da Costa Brandão³, Sancha Francisca da Conceição⁴, Adelio Xavier Amaral⁵

¹²³⁴⁵Faculdade de Ciência da Educação, Universidade Oriental Timor-Lorosa'e (UNITAL),
Dili, Timor Leste, elizitodealmeida@gmail.com, jsilvapugeben@gmail.com,
Zefry@gmail.com, sancha041092@gmail.com, delioamaral633@gmail.com

Abstract

East Timor, now referred to as Timor-Leste, gained independence as a sovereign country in the Asian region in 2002. Nonetheless, it endured much suffering and hardship caused by prolonged foreign occupations. Throughout the Indonesian occupation, the government of the state continue to use the previous curriculum established by the Indonesian government for all educational institutions, from primary to tertiary levels, in Timor-Leste. Consequently, the education systems are consistently utilized alongside the government, which has recently adopted blended European Credit Transfer and Accumulation System (ECTS) in its political policies. Therefore, the government via the Ministry of Education has a strategic plan to revamp the curriculum from 2011 to 2030, with the primary aim of establishing high-quality education in the contemporary global era. Although both curriculums are utilized together, they are highly beneficial and appropriate for education in Timor-Leste, fostering a practical implementation of culturally relevant education to achieve future innovations in the country's development. This represents a pledge by the government in the sovereign state globally to the future of Timor-Leste. The children are asked to enter to school freely in the whole territory according to the Constitution. The reason why government with the commitment to mixed the curriculum into the education systems.

Keyword: *Mixed Curriculum, Education, Government, Concepts, Teacher-Students*

1. INTRODUCTION

Curriculum learning generally entails a systematic method to teaching that develops understanding incrementally. The subjects are organized according to the requirements set by the government-approved educational institution. Curriculum is primarily crucial (Riski, et al, 2021) in educational activities within the school to develop students' skills and knowledge. The objectives of this curriculum execution within the school as an educational hub for learning. This framework may differ based on educational level and institution, yet these topics offer a thorough foundation for students.

The curriculum, instructional staff, the educational setting, the emotional atmosphere of the classroom, instructional resources and materials, support functions such as collaboration with the school meal service, attendance management, textbook distribution, public relations, and collaboration with cooperative groups and organizations (Marzano, Frontier & Livingston, 2011). Curriculums or curricula it is the subjects comprising a course of study in a school or college (Smith, et al, 2004).

The creation of curriculum in smaller nations like Timor-Leste (Quinn, 2023) allows for the integration of 'dynamic concepts from post-colonial theory such as place, identity, difference, nationhood, and forms of resistance, emphasizing the specific' (Rizvi, 2007, p. 260). Following the conclusion of Indonesia's occupation in East Timor, the Indonesian government effectively enforced the curriculum that continues to be in use even in recent times after Timor-Leste emerged from the challenging circumstances on the island. Timor-Leste has been enhancing its educational framework and curriculum to cater to

the needs of its varied population. The curriculum typically showcases a blend of regional culture and global benchmarks. Following its independence in 2002, Timor-Leste continues to utilize the curriculum provided by the Indonesian government, even as new subjects integrated with the European Credits Transfer System (ECTS) have been implemented by the Ministry of Education of Timor-Leste (Pacheco, 2009). Since gaining independence, Timor-Leste has demonstrated a robust dedication to education, as indicated in the 2002 Constitution (World Bank, 2020). Curriculum documents incorporated principles focused on democracy and child-centeredness (MECJD, 2004, p. 24), consistent with the UNICEF Child Friendly Schools initiative that was embraced by the government (Quinn, 2023). (Sunandar and Supriyanto 2024)

This blended curriculum seeks to offer a comprehensive education that honors local identity while equipping students for the global environment. It benefits the education system in Timor-Leste, just as the whole territory of Indonesia utilizes a similar curriculum that has been in place since the era of the previous President of Indonesia, Moh. Soeharto.

The East Timorese government, via the Ministry of Education, continues to utilize and implement the old 1994 curriculum inherited from Indonesia (Silva, Sunandar and Supriyanto, 2024). The curriculum reform launched in 2013, the ongoing curriculum reform seeks to enhance the quality of education during the first six years of schooling by tailoring international best practices to the Timorese setting, fundamentally transforming the curriculum's approach to language, content, and teaching methods (Ogden, 2017). The objectives of the Strategic Development Plan align with the Millennium Development Goals (MDGs) and are designed to represent the distinct history, culture, and heritage of Timor-Leste.

2. METHOD

The method of this research analysis involves online data collection aided by multiple sources such as references from digital articles, books or citations, online books, or software dictionaries, as well as tools from internet links or websites before it is showcased in the publication. Other efforts in this writing include using applications like Mendeley, online paraphrasing tools, and employing grammar checkers to enhance the quality of the writing. The approach of this research analysis employed a qualitative descriptive method. Qualitative analysis involved assessing the quality of the research (Smith, Soanes & Stevenson, 2004). Qualitative methods for gathering data, analyzing it, interpreting results, and writing reports vary from conventional quantitative approaches (Creswell & Creswell 2018).

Qualitative approaches emphasize the type of evidence (what individuals express, their actions) that allows you to comprehend the significance of the situation. What you seek aligns with the interests of researchers across all fields: Evidence and Theory (Gilham, 2000). Qualitative research offers in-depth, comprehensive perspectives on human behavior and social environments, rendering it an essential resource for comprehending intricate (complicate) problems. Its adaptability and emphasis on detail enable researchers to investigate the subtleties of human experiences.

Qualitative methods focus primarily on the kind of evidence (what people tell you, what they do) that will enable you to understand the meaning of what is going on. What you are looking for is what, all researchers in all disciplines are concerned with: Evidence and Theory (Gilham, 2000). Qualitative research is a methodical approach employed to examine and comprehend human experiences, actions, and social occurrences. In contrast to quantitative research, which

prioritizes numerical data and statistical evaluation, qualitative research centers on gaining in-depth insights through data descriptive information.

3. RESULT AND DISCUSSION

The curriculum theory includes different frameworks and philosophies that direct the creation, execution, and assessment of educational programs. The term 'theory' originates from the Greek word 'theoria,' which signifies "alertness of mind." A theory refers to a concept or group of concepts aimed at clarifying facts or occurrences (Syomwene, 2020). Hunkins (1998) stated that "a theory serves as a tool for interpreting, evaluating, consolidating, modifying established laws to accommodate unforeseen data in their development, and directing the effort to uncover new and stronger generalizations" (Syomwene, 2020; Hunkins, 1998).

William Pinar discusses in his book what is Curriculum Theory? The idea of 'currere'—the Latin infinitive for curriculum—refers to the flow (or lived experience) of the journey, in this case, the current historical context. To offer a strategy for independent learning, one segment aims at synthetic instances of "mobilization" when, both individually and as educators, we engage with "the arena" of education via curriculum. Curriculum can be reconstructed in our classrooms by linking academic knowledge to the subjectivities of our students' subjects (and our own), to society, and to the current historical context (Pinar, 2004: xiii).

Beauchamp (1982) believed and noted that a curriculum theory is defined as a collection of connected statements that provide significance to a school's curriculum, expressed through the relationships between its components and guiding its development, implementation, and assessment. The concept of curriculum is fluid and constantly changing, influenced by shifts in society, educational studies, and the requirements of students. Creating an effective curriculum necessitates a careful combination of these elements to foster impactful learning experiences.

The definition of curriculum and its historical context, as noted by Douglas Harper, indicates that the word 'curriculum' originates etymologically from 'currere,' meaning "a course, primarily a fixed course of study at colleges, universities, and schools." Since 1824, it has evolved from modern Latin into classical Latin as curriculum meaning "a running course, carrier," akin to a war chariot moving swiftly or a racing vehicle. However, this term has been in use in Latin since the 1630s at a Scottish university (Harper, 2025).

Glatthorn, Boschee & Whitehead (2006); (Syomwene, 2020; Hunkins, 1998) contend that the theory of curriculum comprises a collection of interconnected educational ideas that provide a coherent and insightful viewpoint on curricular events. Curriculum as a discipline has been described as unclear, disjointed, and perplexing. Indeed, the discipline can be all that at times, but curriculum as an area of study is essential to the well-being of schools and society. (Cornstein & Hunkins, 2018) Curriculum emerges from social interactions. It is intended for both current and future uses.

The curriculum is an ever-evolving area. Curriculum embodies our views, beliefs, and understanding. A curriculum approach represents a comprehensive viewpoint, or a meta-orientation, that includes the foundations of curriculum (an individual's philosophy, perspective on history, understanding of psychology and learning theory, and stance on social issues), curriculum domains (shared, significant knowledge in the field), along with curricular theory and its implementation. A curriculum perspective mirrors our beliefs about schools and society. A perspective conveys an opinion on the creation and structure of the

curriculum; the involvement of the learner, educator, and curriculum expert in curriculum planning; the objectives of the curriculum; and the significant topics that need to be addressed. Similar to organizational theory, the managerial perspective views the school as a social system where students, teachers, curriculum specialists, and administrators engage with one another.

3.1 The Curriculum of Indonesia remain used in Timor-Leste

Indonesia's curriculum has been increasingly implemented in the nation as a different method to tackle educational challenges for solutions. Most alumni from Indonesian higher education completed their studies prior to the Indonesian population leaving the island after the August 1999 referendum consultation. The evolution of education advances efficiently and successfully, even with obstacles and adverse elements that obstruct continual growth, leading to productive solutions for the educational system.

Timor-Leste has faced challenges within its education system, particularly after gaining independence in 2002. The Indonesian curriculum established in 1994, which remained influential during the occupation from 1975 to 1999, continued to affect educational policies and practices in the early years following independence (Quinn 2023; & Pacheco, 2009; Tilman, 2015). Efforts to revise and modify the curriculum continue, aiming to create a more effective education system for Timor-Leste in the near future. To obtain a high standard of education in the country comparable to other nations worldwide and universally across the globe.

The partnership between the government and former Indonesian school teachers has enhanced the education system in Timor-Leste; nonetheless, the educational infrastructure in the area was entirely destroyed and burned down by the pro-autonomy militia group for 'merah putih' after the UN mission known as UNAMET held the referendum in 1999. As a result, the success of education relies on the creative and effective execution of the curriculum within educational institutions. Since 2000, many retired teachers have chosen to return and continue their work as professional educators, with a significant number retiring each year after long careers in teaching.

The government of Timor-Leste has implemented and mandated free education (Constitution, 2002) systems, guaranteeing that every child in Timor must enroll in school and receive a quality education that provides them with the knowledge and skills necessary for healthy, productive lives and involvement in national development. Timor-Leste Strategic Development Plan serves as a component of governmental political policy from 2011 to 2030 (RDTL, 2011a, p. 16); (Ogden, 2017). The aim is not a new perspective for the people of Timor-Leste, especially the Timorese government: Following independence, curriculum issues have centered on leveraging education's role in fostering national unity and identity, developing a relevant curriculum for the local context, and establishing learning centers as conducive educational settings (Shah, 2012; Shah & Quinn, 2014); (Ogden, 2017). The 2013 Curriculum Reform is the first curriculum fully crafted locally and signifies a distinctive effort in curriculum development by the Timorese Ministry of Education.

The partnership between the two nations is actively encouraged, particularly in the education sectors. Even after the Indonesian presence has departed, the Timorese continue to depend on social educational development in both education and economic conditions to advance and support the Timorese people. The two governments have agreed to allow Timorese students to continue their education at various universities in Indonesia by offering different types of scholarships (Dispatch Rector, 2023). In addition, Human Resources staff, particularly university lecturers, also travel to teach masters and doctoral degree

programs students in the state through online sessions or in-personal meetings according to the established schedule.

There is a list of Indonesian school curricula from primary to senior high school, the 1994 curriculum, that is similar to the Timorese school curriculum, including: (1) Education religion and culture. (2) Instruction on five essential principles and civic responsibility. (3) Bahasa Indonesia. (4) Mathematics. (5) Physical Sciences. (6) Social Sciences. (7) Arts and creativity in culture. (8) Education in Health and Sports. (9) Dialect.

The junior high school curriculum programs include: (1) Religion on faith and civilization. (2) Education on five essential principles and civilization. (3) Bahasa Indonesia. (4) Mathematics. (5) Natural Sciences. (6) Social Sciences. (7) English. (8) Arts and culture. (9) Education in Health and Sports. (10) Skills in Creativity and Informatics (Silva, et al, 2025); Reference sources: www.google.co.id/

3.2 The adoption of European Credit Transfer Accumulation system (ECTS)

The European curriculum are used from the basic to secondary schools started from elementary schools such as (a) Ensino elementária / elementary school: Portuguese language, Tetun language, Mathematics, Natural Sciences, social sciences, Moral & Religion, Physic education, Health and Hygiene, arts and manual work (caderneta do ensino básico primária, Rumbia Caicoli de Dili); (b) Junior High School or Ensino pre-secundária: Language Development (área de desenvolvimento de linguística): (1) Tetun. (2) Portuguese. (3) Inglês; área de desenvolvimento de Científico) such as: (4) Ciência Físico-Naturais (natural sciences). (5) história e geografia. (6) Língua Inglês. (7) Língua Português (Caderneta do ensino básico pre- secundário de Cristal, Dili por nove ano e do matéria de ezame nacional); (c) Ensino Secundária Geráis (Senior High School): I. Area de desenvolvimento de Linguística: (1) Tetun. (2) Português. (3) Inglês; II. Area de desenvolvimento de Científico: (4) Matemática. (5) Ciências Físico-Naturais. (6) História e Geografia; III. Área de desenvolvimento pesoál e social: (7) Educação Física. (8) Educação artística. (9) Educação Cívica. (10) Cidadania e Direitos Humanus. (11) Educação Religiosa (Silva, et al, 2025). Portuguese and Tetun was not involved into the Indonesian curriculum since their occupation periods.

The majority of the subjects are alike or identical regarding the practical application of the curriculum within the foundational schools of both Indonesia and the European ECTS. The comparable subjects include: Mathematics, natural sciences, English, Moral and Religious Education, and the five fundamental principles (Pancasila education and Moral Civilization) are substituted with Civic education or religious education (Moral & Religion Education), Biology, History and Geography, social studies, artistic education, etc.

Table 1. The progressive schools in the territories after independence in 2002.

Municípios (districts)	Educação Básicos (Basic Schools)	Secundário Gerál (Senior High School)	Secundário Técnico (Technical High Schools)
Aileu	76	7	1
Ainaro	82	5	4
Baucau	173	14	6
Bobonaro	150	7	8
Covalima	94	3	5
Dili	103	22	9
Ermera	130	8	8
Lautem	84	6	3
Liquiça	65	5	2
Manatuto	76	7	3
Manufahi	75	5	5
Oe-cusse	75	7	3

Viqueque	100	9	3
Total	1,283	105	60

Source: Lopes (et al., 2020: 39).

Table 2. The lists of Universities + Institutes

S/N	Name of Institution	Location/ address	The Higher education Institutions during Indonesian Periods
1.	Universidade Nacional de Timor-Leste Dili (UNTL).	Dili	Universitas Timor-Timur (UNTIM), and Politeknik, Dili.
2.	Universidade Dili (UNDIL).	Dili	Institut Pastoral Indonesia (IPI), Dili.
3.	Universidade da Paz (UNPAZ).	Dili	Akademi Perawatan (AKPER), Dili
4.	Universidade Católica São Paulo Segundo (UCT).	Dili	Sekolah Tinggi Ekonomi (STE), Dili.
5.	João Saldanha University (JSU).	Hera, Dili	
6.	Universidade Oriental Timor Lorosa'e (UNITAL).	Dili	
7.	Dili Institute Technology (DIT).	Dili	
8.	East Timor Institute of Business (IOB).	Dili	
9.	Instituto Superior Cristal (ISC).	Dili	
10.	East Timor Coffee Institute (ETCI)	Gleno, Ermera.	
11.	Instituto Católica para Formação (ICFP)	Baucau.	
12.	Instituto da Defesa Nacional (IDN)	Dili.	
13.	Instituto Dom Boaventura de Timor-Leste (IBTL)	Same, Manufahi.	
14.	Instituto Ciência da Saúde (ICS)	Dili.	
15.	Instituto Filosófico de São Francisco de Sales (IFFS)	Dili.	
16.	Instituto Politécnico de Betano (IPB)	Betano, Manufahi.	
17.	Instituto Profissional de Canosa (IPDC)	Dili.	
18.	Instituto São de Brito (ISJB)	Kasait, Liquiça.	
19.	Instituto Superior de Filosofia e de Teologia (ISFIT).	Dili.	
20.	Instituto Universitário Naroman Esperansa (UNE).	Gleno, Ermera.	
21.	St. Peter and St. Paul Major Seminary (SPEPAL)	Dili.	

(en.wikipedia.org/wiki/list_of_universities_in_Timor-Leste)

According to Laura Ogden (Ogden, 2017) describes that Timor-Leste gained independence in 2002 after centuries of Portuguese colonization (early 1500–1975), a 24-years military occupation by Indonesia (1975–1999), three in a half years settled by Japanese military forces and three years of UN administration (1999–2002). These periods of foreign controls also defined the phases of education prior to independence (Beck, 2008; Nicolai, 2004; Shah & Quinn, 2014), marked by the enforcement of a foreign education system that emphasized 'colonial epistemologies' (Shah & Lopes Cardozo, 2016, p. 4) regarding community knowledge frameworks.

Inheriting this legacy of international education in a devastated nation, Timor-Leste has encountered significant obstacles in (re)constructing its educational framework. These issues have been worsened by declining oil reserves in an economy reliant on oil, the absence of local industries, and a large youth demographic facing elevated unemployment rates. Because of the emphasis on restoring infrastructure, restoring the exhausted teaching workforce, and returning children to school right after independence, initial curriculum changes relied heavily on foreign aid and were only slightly modified to fit Timorese culture and circumstances (Beck, 2008; Quinn, 2013; Shah, 2012).

The Education Sector Plan (World Bank, 2024) outlines the establishment of a higher education system in Timor-Leste, which includes: Medium-term

development of a comprehensive, integrated higher education system that is: (i) governed by 2024: strict quality standards for public and private institution operations; (ii) delivers relevant vocational and academic education; and (iii) fosters strong connections and collaborations with the private sector. Long-term (2030): Graduates from the higher education system possess the advanced skills and knowledge to analyze, design, construct, and sustain the social and economic infrastructure of Timor-Leste, implement technical solutions to real-world issues, and join the global labor market. Higher education should prepare graduates to be adaptable, innovative, and employable worldwide, while also fostering cultural awareness and ethical responsibility.

The primary objectives of structuring and advancing higher education include guaranteeing quality, accessibility, innovation, sustainability, and alignment with societal and economic needs. Here is an organized outline of objectives for the organization and advancement of higher education, which can assist with planning, management, and policy development. The insufficient preparation of secondary students for entrepreneurship or employment is also a concern for higher education.

Further specific actions and anticipated outcomes should depend on setting priorities within the sub-sector and, ideally, formulating a strategic plan to steer the organization and advancement of Higher Education over the next ten years. Human Capital and Workforce Development: (1) Provide graduates with competencies for job readiness, business ventures, and leadership roles. (2) Close the divide between the results of higher education and the requirements of the labor market. Promote continuous education and career growth in the efforts of: (i) Maintain excellent levels of teaching, learning, and research. (ii) Create cutting-edge and pertinent curricula that align with worldwide knowledge trends. (iii) Encourage interdisciplinary and trans disciplinary research. (iv) Enhance accreditation and quality assurance frameworks.

Since the NESP 2011-2030 was developed, the creation of the National Qualification Framework (NQF) along with the National Agency for Academic Evaluation and Accreditation (ANAAA) and the ensuing the accreditation of the 14 institutions that currently make up the Higher Education System serves as the basis on which the newly established Ministry of Higher Education, Science, and Culture can rely while selecting which challenges in the sub-sector will take precedence (World Bank, 2024).

With modifications in curriculum, teaching methods, and assessments have arisen shifts in views regarding evaluation (Marzano, Frontier & Livingston, 2011). It can be stated that curriculum design includes the creation of educational materials and the elements of educational formats. These two questions that appear practical can be misleadingly political.

The act of structuring curriculum – including activities, settings, objectives, knowledge, student and teacher interests, social contexts, technologies, values, and more – into a manageable pedagogical or andragogical format entails a sequence of political decisions. Pedagogical or pedagogic refers to the craft of teaching children, while andragogy concerns itself with the education of adults (Silva, Bafadal, Sunarny, 2025). Thus, school reform is interpreted as school deform, where educational entities turn into test-prep centers aimed at equipping students for standardized assessments (Pinar, 2004).

The managerial perspective views the school as a social system where students, teachers, curriculum experts, and administrators engage with one another. Educators utilizing this method design the curriculum with respect to programs, schedules, spaces, resources, equipment, and staff (Cornstein & Hunkins, 2018). Creating curriculums is a challenging endeavor. Nobody truly enjoys change. Moreover, fewer people are inclined to acknowledge that their

curriculum is outdated or lacks current relevance. Effective curriculum development requires time, effort, collaboration, and also some marketing to promote the new curriculum (Walden, 2022).

Changes in curriculum, teaching methods, and assessment have led to new perspectives on evaluation (2017 Marzano, Frontier & Livingston, 2011). Curriculum design involves the creation of educational content and the frameworks of teaching formats. These two questions, seemingly practical, may actually carry political implications. Curriculum, instruction, and assessment are related components of the educational experience. Together, they establish a framework that guides teaching and learning in educational settings. Curriculum, teaching methods, and evaluation collaborate to create a comprehensive structure that enhances successful education and learning. Their interconnected traits ensure that educational goals are achieved and that students reach meaningful learning outcomes.

The task of organizing curriculum—activities, environments, goals, student and teacher knowledge and interests, social contexts, technologies, values, and related factors—into a feasible educational or adult learning structure involves several political choices. Pedagogical or pedagogic refers to the practice of teaching children, while andragogy concerns the education of adults. Interpreted this way, school reform becomes school deform, as educational institutions deteriorate into centers focused on preparing students for standardized tests (Pinar, 2004).

The managerial viewpoint sees the school as a social system in which students, teachers, curriculum specialists, and administrators interact with each other. In this method, teachers develop the curriculum by taking into account programs, timing, facilities, materials, tools, and personnel (Cornstein & Hunkins, 2018). Developing curricula is a demanding task. No one genuinely likes change. Additionally, fewer individuals are open to admitting that their curriculum is obsolete or lacks contemporary significance. Successful curriculum creation necessitates time, dedication, teamwork, and a touch of promotion to market the new curriculum (Walden, 2022).

Expectations for quality in education at every level are more stringent than ever before. There is a wealth of research in education, curriculum, assessment, and measurement. Teachers face pressure to enhance their teaching quality and boost student learning outcomes. Federal and state governments, along with professional and national accreditation bodies at all levels, emphasize the importance of clarifying what students need to learn, establishing standards, assessing student learning outcomes, and reforming instruction to foster a more engaging and effective learning atmosphere (Carrivau, 2016). The transformed in the classroom there are five keys classroom components is the basis for the analysis of the teaching learning process, they are the teaching tasks, the teachers, the students, the formal classroom organization, and the classroom climate are the crucial elements in the classroom transformational process (Hoy & Forsyth, 1982).

The educational reform in Timor-Leste is a crucial effort (Quinn, 2023); (Pacheco, 2009) focused on enhancing the education quality in the nation, tackling past issues, and matching modern educational benchmarks. After gaining independence in 2002, Timor-Leste encountered a disjointed education system shaped by years of conflict and colonial governance following the 1999 referendum. The government acknowledged the necessity for a unified curriculum that represents the country's cultural identity and developmental objectives. The strategic plan for the new curriculum established by the East Timorese government spans from 2011 to 2030 (Ogden, 2017) preparation aimed

at reconstructing the curriculum in accordance with the government's political policy in the upcoming decades.

The Ministry of Education, Youth, Culture and Sports (2005) states that, regarding achievement efforts, the education standard in Timor-Leste is below regional and international standards. A survey from 2001 indicated that 57 percent of adults faced low levels or lacked access to education, 23 percent had received only basic primary education, 18 percent had achieved some secondary education, and merely 1.4 percent had pursued any post-secondary education. This indicates that more than fifty percent of the adult population in the country is unable to read or write. For most children, the learning environment had normalized, with educational services restored at all levels, including technical-vocational and higher education (Ministry of Education, 2005).

Education in Timor-Leste has progressed through four unique phases: Portuguese colonial governance from 1515 to 1975 (450 years); Japanese occupation during World War II from 1942 to 1945 (3 and a half years); Indonesian rule from 1975 to 1999 (24 years) (Silva, 2025); and the United Nations Transitional Administration for Timor-Leste (UNTAET, 1999-2002), followed by the independent Government of Timor-Leste.

The Portuguese brought Western curriculum and language; nevertheless, minimal efforts were made to advance public education for the masses. Upon gaining independence in 1975, roughly 90 percent of the population was unable to read or write. Indonesia significantly increased public education. By 1999, Timor-Leste was not only trailing the Indonesian enrollment average, but also significantly short of fulfilling the national mandate of nine years of mandatory basic education for children aged seven to fifteen. The system experienced low efficiency due to delayed enrolment and elevated repetition rates, the education was hampered by the conflicts and violence (Quinn, 2023; Tilman, 2025; Pacheco, 2009).

4. CONCLUSION

Timor-Leste has recently emerged from prolonged conflicts that require improvements in the education model, aligning it with global needs, ensuring high quality, and fostering the younger generation through innovative education. In this manner, the curriculum must align with national education standards to be effectively accomplished. The Timorese government's significant efforts involve spending considerable funds to offer scholarships to young citizens, both domestically and internationally, allowing them to obtain high-quality in qualifications through higher quality of education in various foreign nations.

The different challenges often hinder the education system in Timor-Leste, yet a significant number of graduates hold bachelor's, master's, and doctorate degrees throughout the regions of Timor-Leste. Those are several advantages of the curriculum established by Indonesia during their 24 years of living in the island nation. The revision of the curriculum will ensure that Indonesia's educational framework benefits the Timorese, particularly after 24 years of occupation on the island. The majority of educators are generated by the previous Indonesian teacher education programs across different educational sectors.

Although the people of Indonesia departed from the archipelago, the agreement for collaboration and cooperation, formalized through a memorandum of understanding among various Indonesian universities, enables the youth of Timor-Leste to study in Indonesia via scholarships providing. Additionally, many lecturers and teachers, primarily from Indonesia, are now educating students in

numerous universities in Timor-Leste for Master and Doctoral degree study programs.

The trilateral nations have agreed to adopt and promote the blended curriculum from both Indonesia and Europe. It is highly appropriate for the East Timorese people to broaden their perspectives and engage with the world. This initiative is beneficial and forward-thinking, but it needs to be significant with the arrangement established by both governments to execute these outstanding curricula. Recently, the curriculum is enhancing the community in Timor to develop children in schools as social centers for boosting their skill sets. However, beforehand, the educators need to receive supplementary training in Europe regarding the European Credit Transfer and Accumulation System (ECTS) and also include Indonesia for a deeper understanding of implementing Indonesia's curriculum in all schools throughout Timor-Leste.

The execution of this curriculum in schools fosters critical thinking and mental awareness, enhances skill sets, encourages quality reasoning, promotes courageous participation in discussions and public speaking, develops their abilities in acquiring insights, and eradicates weaknesses associated with a foolish mindset in the broader community. Timorese individuals experienced significant suffering and hardship during the wartime conditions. They were freed from the conflict, economic decline, all the families were shattered, their riches, animals, were killed, homes burnt, and ruined by the traitors.

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