

Timor-Leste: Transforming Education Through Partnership in a Small Post-Conflict State

**Jude Butcher, Peter Bastian, Margie Beck,
Tony d'Arbon and Youssef Taouk**



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Timor Leste Transforming Education Through Partnership In A Small Post Conflict State

Sukehiro Hasegawa

Timor Leste Transforming Education Through Partnership In A Small Post Conflict State:

Timor-Leste: Transforming Education Through Partnership in a Small Post-Conflict State Jude Butcher,Peter Bastian,Margie Beck,Tony d'Arbon,Youssef Taouk,2015-02-03 This book argues that development aid in small post conflict states particularly in the educational field benefits from a commitment to a shared vision fostering co operative relationships and working within local capacity credibility and attentiveness to immediate and longer term development goals It uses Timor Leste as its case study of a faith based partnership in the development of the Instituto Cat lico para a Forma o de Professores ICFP at Baucau The people of what was then East Timor voted overwhelmingly for independence in 1999 and the nation building including reforming education in this post conflict small state began The book reports how through the commitment of the partners to capacity building and transforming education East Timorese staff have assumed positions of responsibility in the Institute ICFP has received very positive accreditation reports from the national authority in terms of its vision courses staff and student quality and infrastructure The significance of the challenge and what has been achieved in this teacher education institute is studied against the history of the East Timorese people and the educational policies of their former colonial powers The history scope and responsibilities of the partnership reveal how the partners were of one mind in terms of foundational values institutional deliverables infrastructure and sustainability for the Institute This educational capacity building and its outcomes are testimony to the relevance of the development principles of the Paris Declaration and the Accra Accord as well as to the partners shared vision as faith based people and organisations and their commitment to Catholic social teaching *Rebuilding the Education Sector in East Timor during UNTAET* Trina Supit,2020-10-07 This original volume examines the collaboration between East Timorese and international staff in the rebuilding of the education sector during the United Nations Transitional Administration in East Timor UNTAET 1999 2002 Using interviews contemporary newspaper articles and reports from UN sources and the World Bank the book enables a comprehensive analysis of Timorese agency Examining choices made by the Timorese and drawing comparison with other former Portuguese colonies the text considers the power of the Timorese elite the role of nepotism and corruption the preservation of the Indonesian curriculum and the selection of Portuguese as the medium of instruction and official language together with Tetum Concluding with a contemporary discussion on the educational achievements for East Timorese children during UNTAET compared with those of today Rebuilding the Education Sector in East Timor during UNTAET will be of interest to academics researchers and post graduate students in the fields of post conflict studies post colonial education and language policy as well as East Timor more specifically This book will also benefit graduate students and scholars in teacher education Trina Supit completed her PhD at the University of Sydney Australia She was a member of the UNTAET Division of Education

Higher Education Access in the Asia Pacific Christopher S. Collins,Prompilai Buasawan,2017-08-23 This edited volume offers empirical evaluative and philosophical perspectives on the question of higher education as a human right in the Asia

Pacific Throughout the region higher education has grown rapidly in a variety of ways Price accessibility mobility and government funding are all key areas of interest which likely shape the degree to which higher education may be viewed as a human right Although enrollments continue to grow in many higher education systems protests related to fees and other equity issues continue to grow This volume will include scholarly perspectives from around the region for a more extensive understanding of higher education as a human right in the Asia Pacific ***Education and Migration in an Asian Context*** Francis Peddie,Jing Liu,2021-04-20 This edited book explores the complex and multifaceted connections between education and migration in an Asian context from multiple perspectives It features studies from China Japan India the Philippines Thailand and Timor Leste and covers diverse migration and education experiences These experiences encompass internal and international migration and forced displacement as well as questions surrounding education such as school choice education provision and training as human capital education and social inclusion and student performance in a post conflict context By covering a wide range of questions and situations the original scholarship in this book reveals how human development concerns and higher rates of movement within and outside of Asian countries operate on multiple levels in a globalized world

International Handbook on Education in Southeast Asia Lorraine Pe Symaco,Martin Hayden,2021-12-23 This International Handbook provides a detailed account of the education systems of 11 Southeast Asian nations including Brunei Darussalam Cambodia Indonesia Lao People s Democratic Republic Malaysia Myanmar the Philippines Singapore Thailand Timor Leste and Vietnam It presents a systematic sector by sector explanation of how these national education systems deliver educational services and respond to national and international issues and challenges With 56 chapters the International Handbook is the region s most comprehensive educational reference source In the first of its chapters the editors introduce the regional context and draw attention to the distinctive characteristics of each of the 11 systems Southeast Asia representing 8 5% of the world s population is as dynamic as it is diverse The International Handbook charts progress and establishes a benchmark for documenting future developments It also provides a stepping off point for more detailed investigations of decision making processes and outcomes across the 11 national education systems

Teacher Education in the Wake of Covid-19 Cheryl J. Craig,Juanjo Mena,Ruth G. Kane,2023-06-09 The ISATT 40th Anniversary Yearbook s four volumes celebrate the research contributions of ISATT Teacher Education in the Wake of Covid 19 pays particular attention to ways in which teaching and teacher education have been impacted by and respond to advances in technology and to the coronavirus pandemic ***Leading Change in Teacher Education*** Thuwayba Al Barwani,Maria Assunção Flores,David Imig,2018-12-12 The international attempt to expand schooling despite dealing with an insufficient number of trained teachers has placed significant pressure on teacher education Continued effort to change all aspects of teacher education including ways of learning methods of practice institution interaction and assessment of teaching ability in order to fulfil the desire to offer inclusive and equitable teaching for all is a serious consideration In

response to this increased attention on cross national campaigns Leading Change in Teacher Education features discussions covering what has been done how and why the change has happened the journey itself and the challenges encountered along the way alongside contributions from international academics who share their reflections and suggestions for a way forward despite a global shortage of teachers Strategies surrounding the design and delivery of education now centre on improving how teachers are prepared supported and evaluated Leading Change in Teacher Education captures the stories of international change leaders by Providing details of both the successes and challenges faced Presenting innovative practices in teacher education from around the world Describing the strategies put in place to ensure that teacher education is developing The topics discussed are relevant for educators policymakers and international organizations involved in the design and implementation of programmes in teacher education Leading Change in Teacher Education is also an invaluable resource for those looking to increase the changes occurring within teacher education *Rural Development Abstracts* ,2010 [Rebuilding Education & Health in a Post Conflict Transitional Nation](#) ,2008-01-01 This book introduces and discusses a variety of educational and health issues and provides insights and glimpses into the broad political economic and socio cultural contexts of education and health in Timor Leste Each chapter endeavours to provide detailed overviews of the context The objective of the authors is to enable readers to have an understanding of the intricate complex and synergistic connections amongst the underlying cultural religious economic and political arenas within the practices of health and education in the country Part I of the book deals with issues of educational change in the country the authors of the five chapters on Education Rebuilding have lived in the country for extended periods of time and been involved as practitioners in the educational change process Part II explores the complex issue of health nutrition and services in the nation the authors of the six chapters represent an eclectic mix of practitioners and researchers who have experienced first hand the health rebuilding process and have knowledge of the country its communities and its people In Part III the editors have attempted to use narrative so that non academic voices are heard in relation to change The final three chapters thus bring forth the voices of the contributors and people in the community *Perceptions of Education Change in Post-conflict Environments and Fragile States* Martin John Canter,2015 Specifically this study uses the collaborative interpretation of photographs in two conflict affected districts in Timor Leste to contextualise perceptions towards education reform initiatives within localised socio political and socio cultural environments This study examines the pressures and affordances there may be in areas such as communities sense of involvement and agency in education reform initiatives in order to more deeply understand the nature of forces which affect education change within post conflict and post colonial contexts

Second-chance Education in Post-conflict Timor-Leste Taro Komatsu,2019 **Rethinking Human Rights and Peace in Post-Independence Timor-Leste Through Local Perspectives** Ying Hooi Khoo,Antero Benedito da Silva,Therese Nguyen Thi Phuong Tam,2021-10-30 This book offers perspectives from the ground on human rights and peace in Timor

Leste By highlighting the local voices this book draws on their experience and expertise in engaging with questions concerning the nexus between human rights peace and development It posits that these concepts no longer mean absence of conflict and argues that sustainable peace must be built from rights frameworks to protect the locals interests in the processes Acknowledging the lack of autonomy on local actors in peace making contexts the book emphasizes the urgent need to facilitate the creation of political and social structures that can support and offer contextual rights and dignity for the Timorese community

Three Essays on the Economics of Education in Post-conflict Settings Ricardo Jorge Moreira

Goulão Santos,2015

Timor-Leste Abraham Joseph,Takako Hamaguchi,2014-06-25 Timor Leste The History and Development of Asia s Newest Nation is a study of how a small Asia Pacific nation has emerged from protracted conflict and successfully navigated a path to durable peace and sustainable development Despite early setbacks Timor Leste has made an amazing turnaround and today finds itself in a new era in which it will certainly continue its advance toward the goal of long term stability and prosperity leaving permanently behind the past that was once marked by a descending spiral of destruction Yet a number of development challenges lie ahead for Timor Leste particularly in strengthening human institutional and infrastructural capacities in the short to medium term and in transforming the national economy from oil based to more diversified and better balanced in the longer run Other countries may draw valuable lessons from Timor Leste s experience especially those that are emerging from as well as are currently affected by conflict and instability Such lessons would center on the questions such as management of natural resources empowerment of the vulnerable implementation of transparent and accountable governance advancement of women and mobilization of civil society and the public in general for democratization and the national development process

Post-Conflict Social and Economic Recovery in

Timor-Leste Andrew McWilliam,2020-01-02 This book presents a rich ethnography of post conflict social and economic recovery in East Timor following the end of Indonesian military occupation of the territory in 1999 It offers a longer term analysis of the pathways to rebuilding and restoring local community life and the budding prosperity that has flowed from participation in spontaneous circular labour migration and the remittance benefits that have followed Based on extensive comparative literature and field based empirical research the book explores the protracted process of cultural and economic revival following a generation long period of military repression and a sustained struggle for national independence With a focus on the experiences of Fataluku ethno linguistic communities in Timor Leste the study offers nuanced perspectives on the legacies of conflict and local forms of governance the revitalisation of customary exchange and ancestral religion Presenting both an optimistic and alternative narrative in which a traumatised population finds new hope and emergent prosperity this book highlights a renewed concern with inter generational well being and widespread aspirations for prosperity and material benefits following decades of deprivation It is also an analysis of post conflict resilience against the odds illustrating the adaptive possibilities of tradition in the context of globalisation and expectations of modernity As a

major contribution to understanding the emergence and expansion of informal transnational labour migration out of East Timor this book will be of interest to academics researchers and policy makers of contemporary Timor Leste Southeast Asian Politics Southeast Asian Culture and Society Development Studies Anthropology and Conflict Studies *Ba Ne'bé*, 2007 The United Nations peacekeeping intervention into Timor Leste following September 1999 signalled a victory for the 24 year Timorese struggle for independence To date most evaluations of this intervention have taken problem solving approaches which have primarily considered how to improve the effectiveness of UN peacekeeping operations This has left a gap about the impact of the UN's overall strategic approach to political reconstruction in transitional societies recovering from chaos In order to fill this gap this research draws upon the lessons of intrastate conflict and state failure in post colonial states during the 1990s and uses an institutional peace building framework to evaluate the impact of the UN's political reconstruction efforts in Timor Leste This study traces Timor Leste's post conflict state building through different stages of post conflict state building between 1999 and 2005 and examines how new patterns of political conflict have changed *State-making and the Post-conflict City* Ben Moxham, London School of Economics and Political Science, Crisis States Programme, 2008

Popular Education and Peacebuilding in Timor Leste Deborah Joan Durnan, 2005 This thesis is an exploratory study of the contribution which popular education is making to processes of peacebuilding and post conflict reconstruction in Timor Leste East Timor It traces the historical roots of the contemporary popular education movement in Timor Leste and the re emergence of popular education in the last days of the Indonesian occupation The thesis examines the aims objectives and activities undertaken in the process of peacebuilding since 1999 contrasting the popular education approach to that adopted by United Nations and the World Bank

The Post-Colonial Security Dilemma Rebecca Strating, 2018-11-20 This book examines the development of Timor Leste's foreign policy since achieving political independence in 2002 It considers the influence of Timor Leste's historical experiences with foreign intervention on how the small new state has pursued security The book argues that efforts to secure the Timorese state have been motivated by a desire to reduce foreign intervention and dependence upon other actors within the international community Timor Leste's desire for real independence characterized by the absence of foreign interference permeates all spheres of its international political cultural and economic relations and foreign policy discourse Securing the state entails projecting a legitimate identity in the international community to protect and guarantee political recognition of sovereign status an imperative that gives rise to Timor Leste's aspirational foreign policy The book examines Timor Leste's key bilateral and multilateral diplomatic relations its engagement with the global normative order and its place within the changing Asia Pacific region

Primordial Leadership Sukehiro Hasegawa, 2013 After decades under the authoritarian rule of Indonesia the new nation of Timor Leste was wracked by conflict early in the twenty first century This book reveals how primordial leadership proved to be the key to building sustainable peace in this young Southeast Asian country Rather than relying solely on governmental rules and regulations to bring order to the

country its leaders appealed to the citizens strong emotional ties to the homeland and their sense of national unity This primordial leadership in post conflict Timor Leste facilitated a widespread feeling of ownership and accountability helping the country s leaders successfully turn security crises in 2006 and 2008 into opportunities for fostering respect for democratic governance This change in mindset and the ensuing spirit of national unity were instrumental in achieving peace and stability more than the externally induced exclusive efforts in building institutional frameworks for the rule of law and democratic governance While the application of democratic principles is necessary in the long term it alone is not sufficient for building sustainable peace in an immediate post conflict period The leadership of Timor Leste was committed to national interest identity and unity it was able to harmonize the universal ideals and principles of governance with local community values and customs It had the passion and courage to empower others the willingness to pursue the future rather than the past and the capability to transform the mind set and mentality of people Without those characteristics success would have been very much in doubt

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