



**Call for Papers for Issue 3 of the Journal of Science and Technology of Timor-Leste**

**until 31 July 2024**

**Timor-Leste Science and Technology Journal**

***Global Challenges for Higher Education***

The National Institute of Science and Technology of Timor-Leste (INCT) is pleased to announce the call for papers for the third (3rd) issue of the Journal of Science and Technology of Timor-Leste, of the National Institute of Science and Technology of Timor-Leste (INCT).

This annual journal publishes articles, original/pedagogical studies, reviews and essays on all topics and problems related to scientific research and the state of science, innovation, and technology in East Timor. The main objective of the Journal of Science and Technology of Timor-Leste is to promote the rigorous analysis of science, innovation and technology in Timor-Leste, as well as to stimulate critical reflection on the current state and future of scientific research in Timor-Leste, and the development of possible solutions to the challenges of the present and the future.

For the year 2024, the INCT Journal will have the theme: ***Global Challenges for Higher Education*** and hereby invites all researchers, teachers, scientists and interested parties to submit articles and reviews on this theme by 31 July 2024, to the following email: [inct.revistacientifica@gmail.com](mailto:inct.revistacientifica@gmail.com) and [revistacientifica@inct.gov.tl](mailto:revistacientifica@inct.gov.tl).

### **Theoretical Framework**

Universities and higher education institutions play a fundamental role in the development of education and the production of knowledge in societies.

Globally, it is well known that the vision and mission of most higher education institutions have been constantly altered by the gradual and subtle introduction of the logic of global capitalism.

On the one hand, it was through the rise of capitalism and the mercantile demands of the private sector that private higher education institutions were conceived and entered into the landscape of the higher education ecosystem worldwide, with all the advantages and disadvantages that this entailed. In addition to this new global configuration, public higher education institutions have been confronted with new political, economic and social demands in relation to their function of usefulness to society and to the aspirations of the private sector. The lack of adequate funding for public higher education institutions has



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meant that they have had to seek external funding and develop partnerships to obtain funds from the "labour market" as a way of introducing themselves and having a useful function for society. However, the endless political and economic crises that have caused instability in teaching careers over the years, the introduction of compulsory tuition fees and increasingly heavy fees for students, especially those from the former colonies, who have been the target of an institutionalised predatory hunt for exuberant tuition fees, the entry of new regulatory actors into higher education ecosystems worldwide, the high standards of scientific research funding agencies, the mediation and constant positioning of higher education institutions in international rankings that take into account the constant demand for institutional and teacher productivity metrics, the entry of information and publication indexing agencies, among other factors, has resulted in the gradual implementation of an institutional bureaucracy that, over time, has become excessive and too burdensome for the managers and professors of higher education institutions who, needing to simultaneously manage, coordinate, teach, produce knowledge, present publications, be involved in postgraduate programmes and the monitoring and guidance of students, participate in scientific events and other activities to disseminate knowledge, in university extension activities and the development of all kinds of partnerships, have forgotten what is essential. All these factors, among others, have distorted the noblest purposes of universities in relation to their role in society, and it can be diagnosed that they are currently at a crossroads in time that can be characterised by an identity crisis, on the one hand, in the face of the demands of the logic of the globalised labour market, a responsibility from which they cannot and must not escape, and, on the other hand, the commitment they have as agents of knowledge production with the mission of guiding humanity towards a better future, towards which they would certainly like to channel all their attention, which remains passive, exhausted and impotent.

On the other hand, in non-Western countries, especially those that have recently emerged from conflicts and wars and have become politically independent from their former colonies, the newly created or remodelled higher education institutions are, for the most part, a mirror of their own countries, for better or for worse, with a dual mission: on the one hand, they look at the path and panorama of Western higher education institutions on the horizon, searching for the best institutional practices in them and refuting those they don't agree with; on the other hand, their mission for higher education is characterised by the search for their own identity in a global capitalist world, where they aspire to be different according to their different cultures, worldviews and epistemologies. However, their needs, challenges and difficulties are different: while in the northern hemisphere there is a surplus of qualified teachers, in the southern hemisphere there is a shortage of qualified human resources; while in the north the infrastructure is adequate and in good condition for teachers and students, in the south the structures are dilapidated and in some cases miserable. If in the North science is at the service of the post-modern era and the logic of market financing, in many higher education institutions in the South science is



still looking for its place alongside cultural and ancestral knowledge and indigenous languages.

In both hemispheres, there is a prevailing international disagreement over the systems in place, from the Bologna Process to the American education system, which clash with the rise of Asian universities, the crisis of South American universities and the guidelines of the African Union.

If, on the one hand, unlike in previous eras, millions of students around the world now have access to higher education, this does not mean, however, that everyone enjoys a quality education. Within the confusion of the world's academic systems, narrow-mindedness and ignorance on the part of the elites, unfair institutional competition, widespread universal plagiarism between different languages, financial exploitation of others and corruption, both political and academic, have generally taken hold, leading to the rise of indifference.

### **Themes to explore**

It is intended that, through the theme Global Challenges for Higher Education, the researcher will be invited to present, analyse and reflect on theoretical and practical situations that point the way to the development of higher education in the world, taking into account concrete cases from countries and international realities of higher education, scientific research and science.

Some sub-themes can be explored, such as:

- Topics that analyse the quality of higher education in a given country in the world and present the problems, challenges and proposals for improvement.
- The aim is to analyse the quality of higher education in the CPLP area, or in specific cases in this area, and to present the problems, challenges and proposals for improvement;
- A critical characterisation of higher education systems around the world: the Bologna Process; the American education system; Asian universities; the higher education system of South American universities; the guidelines of the African Union and African higher education institutions;
- Diagnosis of Higher Education Policies: specific and/or relational and/or universal cases;
- Topics on university teaching careers and diagnosis of the current role of teachers in higher education;
- Topics on the state of accessibility to higher education, especially for the most vulnerable students; equal access to higher education;
- Topics on the quality of teaching and learning processes in higher education;
- The quality of scientific content and assessment systems;



- Topics on postgraduate studies, student counselling and university extension;
- Topics on scientific research in higher education institutions and the state of scientific publications;
- Topics on university residences and year zero.
- Topics on research ethics in higher education, plagiarism and political and academic corruption.
- Copyright, licences, open data and open science, indexing, among others;
- The challenges of national and international strategic partnerships for the consolidation of higher education;
- Scientific research centres/departments: problems, challenges and proposals for their development/improvement;
- Financing scientific research, science, technology and innovation and scientific publishing: the main challenges;
- The exchange of teachers and students;
- Other topics may be presented.

### **Selection of works**

We welcome articles and studies of a theoretical or empirical nature, reviews and essays. For other proposals (such as books), please contact INCT directly using the contact details available.

The editorial criteria for selecting papers for the journal will be their scientific importance and quality, as well as the pedagogical and/or innovative nature of the texts.

Evaluation criteria for selecting works (articles, books, reviews):

1. Suitability to the journal's theme
2. Originality
3. Organisation and clarity of ideas
4. Use of technical/scientific language/terminology
5. Methodology
6. Conclusion
7. Bibliographical adequacy

### **Editorial Standards**

*Personal details*



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Enter the author's name, academic qualifications, institutional affiliation (if any), occupation and personal e-mail address. If you have ORCID ID or Ciência Vitae id, you can provide it. For please send the Personal Data in the body of the e-mail or in a separate document from the article.

Technical aspects

Margins: 2.5 cm.

Font: Times New Roman.

Font size: Article title: Font 14, Bold. Headings and subheadings: 12, bold. Body text: 12 point font.

Line spacing: 1.5. Justified text.

The first page should contain:

Title in Portuguese; Abstract in Portuguese; Key words in Portuguese; Abstract in English; Key words in English.

The title of the article at the top of the page, aligned to the centre, in Times New Roman font, size 14, in Portuguese.

Abstract: maximum 500 characters, including spaces.

Keywords: maximum of 5.

Abstract: maximum 500 characters, including spaces.

Key-Words: maximum 5, in English.

Articles may not exceed 7,000 words.

**APA Standards**

All authors are requested to use the APA Standard (7th Edition).

The Revista de Ciências e Tecnologia uses the latest edition of APA standards, with the customised exceptions:

- In the Bibliographical References, the author's last name should be capitalised;
- We suggest including the page or paragraph in citations to help readers better locate the information.

Citations in the body of the text:



Author-date citation in brackets

(Surname, year, p.). Ex: However, "the world economy is becoming increasingly globalised" (COUTO, 2007, p. 109).

- We suggest including the page or paragraph to help readers better locate the information.
- If the work has more than 3 authors, you should insert (COUTO, et al., p.230).

### Narrative quotation

According to Couto, the "world economy is becoming increasingly globalised" (2007, p. 109).

- We suggest including the page or paragraph to help readers better locate the information.

Direct quotations of more than three lines

Separate and isolate the quotation from the text, and place it in font size 10, left margin 6 cm; remaining margins 2.5 cm, without inverted commas and with author-date citation.

### Indirect quotations

Indirect quotations are transcriptions of other authors' ideas in our own words and, as such, it is necessary to properly cite the author.

### Quotation of Quotation

It is recommended to avoid quoting a quote.

Use the expression "as cited in".

Example: (Antunes, as cited in Couto, 2007, p. 109).

### Institutional Authors

In the text: (Instituto Nacional de Ciências e Tecnologia [INCT], 2023)

Following citations: (INCT, 2023)



### Multiple Works

Example: (Freitas, 2010; Ribeiro, 2023).

### Bibliographical references

#### Book

SMITH, Thomas (2017). *The Economics of Inequalities*. Atual Editora.

MARQUES, Pinto (2024). *The Age of Dazzlement* (3rd ed.). Plural Editores.

MARQUES, Pinto & SMITH, Thomas (Eds.) (2023). *Definitions of Civil Engineering*. Caminhos.

#### E-book

SMITH, Thomas (2017). *The Economics of Inequality*. Atual Editora.  
<https://doi.org/10.1007/978-90-481-3526-3>.

#### Book Chapters

Author's last name, author's first name. (Year of publication). Title of the book chapter. In F.A. [First name of publisher], Surname of publisher (Ed. or Eds.), Title of book [italics] (pp.). Publisher. <https://...>

Example:

COUTO, F. P. (2021). World Inflation. In F. BRITO, A. BRUTUS, Rico, SMITH (Eds.), *Universe of the World Economy* (3rd ed., pp. 115-129). Atual Editora.

#### Master's/PhD dissertation

Author's last name, author's first name (Year). Title of dissertation [Unpublished master's thesis or doctoral dissertation]. Name of the Institution that awarded the degree.

Example:

CRISTO, João (2014). *Gender Equality in United States Universities* [Unpublished doctoral dissertation]. Institute of Education, University of Minho.

#### Magazine article



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TAYLOR, Charles (2005). The Epistemological Implications of the South. *Revista de Educação*, 2 (1), 3-9. <https://doi.org/10.1007/978-90-481-3526-3>.

### Conference Communication

Author's Last Name, First Name (Year, Month Day-Day). Title of paper. [Type of contribution - Conference, Article, Poster]. Name of conference, Place. <https://...>

Example:

COUTO, Alexandre (2016, 30 March - 2 April). Lusophony [Paper Presentation]. International Seminar on Lusophony, Uíge, Angola.

### Legislation

Example:

In the text: (Decree-Law/, Year).

Example in-text citation:

(Decree-Law No. 17169/2011, 2011).

Example in Bibliographical references:

Decree-Law no. 274/45 of the Ministry of Education (2022). *Diário da República: I Série B*, nº 333/41. <https://...>

### Newspapers and Magazines

SILVA, Miguel (1999, 15 September). The Problem of Good and Evil. *O País newspaper*, pp. 23-27.

### Website

Author's Last Name, Author's First Name or Name of Institution/Organisation (Year, Month, Day). Title of document [italics]. Website name\*. <https://...>





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Examples:

COUTO, Filipe (2023, 16 May). Essay on Secondary Education. <https://philorosae.com>.

World Food Programme (2021, April 14). Farmers are fewer and fewer. <https://wfp.int>.....

### Blog

Author's Last Name, Author's First Name (Year, Month Day). Title of post. Blog name [italics]. <https://...>

Example:

CONSTÂNCIO, Mário (2019, 15 September). Life of Father António Vieira. Portuguese figures. <https://...>

### Youtube

Author's Last Name, Author's First Name [Web username - if applicable]. (Year, Month Day). Video title [italics] [Video]. YouTube or website name. <https://...>

Example:

COUTO, F. [filipeabraaocouto] (2020, 31 May). Life of Father António Vieira [Video]. YouTube. <https://www.youtube.com/watch?.....>

### Images

Author's Last Name, Author's First Name (Year). Title. [Image description/Format]. Site name. <https://...>

Example:

FLORENCIO, André (n.d.). [Amazon Landscape Photography]. <http://...>

If you have any questions, please do not hesitate to contact us by e-mail:

[inct.revistacientifica@gmail.com](mailto:inct.revistacientifica@gmail.com) and [revistacientifica@inct.gov.tl](mailto:revistacientifica@inct.gov.tl).

The Editor,



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Filipe Abraão Martins do Couto

Dili, 2nd February 2024

The President of the INCT  
Dr José Cornélio Guterres