



SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANIZATION (SEAMEO)  
REGIONAL CENTRE FOR QUALITY IMPROVEMENT FOR TEACHERS AND  
EDUCATION PERSONNEL (QITEP) IN LANGUAGE (SEAQIL)

# ANNUAL REPORT

FISCAL YEAR 2024/2025





SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANIZATION (SEAMEO)  
REGIONAL CENTRE FOR QUALITY IMPROVEMENT FOR TEACHERS AND  
EDUCATION PERSONNEL (QITEP) IN LANGUAGE (SEAQIL)

# **SEAMEO QITEP in Language's Annual Report Fiscal Year 2024/2025**

## MESSAGE FROM DIRECTOR

It is our great pleasure to present the Annual Report of SEAMEO QITEP in Language (the Centre) for Fiscal Year 2024/2025. This report reflects our shared commitment to advancing language education through continuous innovation, collaboration, and professional development for teachers and education personnel.

Throughout the year, the Centre has reinforced its role in advancing the quality of language education in Southeast Asia through high-quality programmes in learning resource development, research, capacity building, and networking. These efforts have contributed to enhancing teachers' competencies, supporting literacy development, and promoting innovative practices in language teaching and learning. Through continuous professional development opportunities, the Centre has supported language teachers in addressing the evolving demands and challenges of today's education.

Collaboration has remained at the heart of our work. Through partnerships with esteemed institutions, including universities, schools, organisations, and other national and regional institutions, we broadened our outreach and enhanced the impact of our programmes, while collaborative efforts further strengthened our visibility at the national and regional level.

We extend our sincere appreciation to the respected Ministry of Education, our Governing Board Members, SEAMEO colleagues, partner institutions, and all stakeholders involved for their continued support. Together, we have achieved much, and together we will continue to build language education that is relevant and responsive to the future.

With optimism and gratitude, we invite you to continue strengthening collaboration and innovation so that language education contributes meaningfully to the improvement of human resources quality.

Sincerely,

**Dr Brian Arieska Pranata**  
**Director**

## ABBREVIATION

|                 |                                                                    |
|-----------------|--------------------------------------------------------------------|
| AI              | : Artificial Intelligence                                          |
| AISOFOLL        | : Annual International Symposium of Foreign Language Learning      |
| ASEAN           | : Association of Southeast Asian Nations                           |
| BBGP            | : Balai Besar Guru Penggerak                                       |
| BGP             | : Balai Guru Penggerak                                             |
| BOD             | : Board of Directors                                               |
| CDM             | : Centre Directors Meeting                                         |
| CEFR            | : Common European Framework of Reference for Languages             |
| CLC             | : Community Learning Centre                                        |
| CRICED          | : Centre for Research on International Cooperation in Educational  |
| ECCE            | : Early Childhood Care and Education                               |
| GB              | : Governing Board                                                  |
| GBM             | : Governing Board Meeting                                          |
| GCA             | : Global Cultural Adventurers                                      |
| GCED            | : Global Citizenship Education                                     |
| HOM             | : High Officials Meeting                                           |
| HOTS            | : Higher-Order Thinking Skills                                     |
| IA              | : Implementation Arrangement                                       |
| ILFL            | : Indonesian Language for Foreign Learners                         |
| MoA             | : Memorandum of Agreement                                          |
| MoE             | : Ministry of Education                                            |
| M&E             | : Monitoring and Evaluation                                        |
| MTB-MLE         | : Mother Tongue Based-Multilingual Education                       |
| OJS             | : Open Journal System                                              |
| PISA            | : Programme for International Student Assessment                   |
| SCI             | : SEAMEO Centres in Indonesia                                      |
| SEA             | : Southeast Asia                                                   |
| SEAMEO          | : Southeast Asian Ministers of Education Organization              |
| SEAMEO INNOTECH | : SEAMEO Regional Centre for Educational Innovation and Technology |
| SEAMOLEC        | : SEAMEO Regional Open Learning Centre                             |
| SEAQIL          | : SEAMEO QITEP in Language                                         |
| SEAQIM          | : SEAMEO QITEP in Mathematics                                      |
| SEKAR           | : SEAQIL Kartini Award                                             |
| SEL             | : Social Emotional Learning                                        |
| SIKK            | : Sekolah Indonesia Kota Kinabalu                                  |



|       |                                               |
|-------|-----------------------------------------------|
| SGTS  | : SEAQIL Goes to Schools                      |
| SOP   | : Standard Operating Procedure                |
| TPACK | : Technological Pedagogical Content Knowledge |

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## GOVERNING BOARD MEMBERS & BOARD OF DIRECTORS

### ❖ Governing Board Members

#### **Tutty Hyrneeita binti Haji Abd Latip**

Principal  
Pusat Tingkatan Enam Sengkurong  
International Relations Division  
Ministry of Education

Brunei Darussalam  
(3 September 2024 — 2 September 2027)

#### **Tith Mab**

Director  
Institute of Foreign Languages  
Royal University of Phnom Penh

Cambodia  
(8 January 2025 — 7 January 2028)

#### **Dr Iwa Lukmana**

Head of Center for Language Strengthening and Empowerment  
Agency for Language Development and Cultivation  
Ministry of Primary and Secondary Education

Indonesia  
(10 June 2025 — 9 June 2028)

#### **Assist Prof. Dr Latsanyphone Soulignavong**

Head of Academic Division  
Faculty of Letters  
National University of Laos

Lao PDR  
(5 September 2024 — 4 September 2028)

**Ms Hajah Isnazhana binti Haji Ismail Deputy**

Director  
Curriculum Development Division  
Ministry of Education

Malaysia  
(27 May 2025 — 26 May 2028)

**Prof. Dr May San Yee**

Deputy Director General  
Department of Higher Education  
Ministry of Education

Myanmar  
(16 February 2024 — 15 February 2027)

**Carlos B Llamas III**

Project Development Officer V  
National Educators  
Academy of the Philippines  
Department of Education

The Philippines  
(8 September 2025 — 17 September 2028)

**Ms Solastri Suyot**

Master Teacher, English Language  
English Language Institute of Singapore  
Ministry of Education

Singapore  
(18 September 2025 — 17 September 2028)

**Asst Prof. Dr Kiat Thepchuaysuk**

Director  
Academic Service Center  
Faculty of Arts  
Chulalongkorn University

Thailand  
(20 June 2024 — 19 June 2027)

**Afonso Soares**

Coordinator for Office of Partnership  
and Cooperation Ministry of Education

Timor-Leste

(14 August 2025 — 13 August 2028)

**Dr Nguyen Thi Mai Huu**

Director

National Languages Project

Ministry of Education and Training

Vietnam

(26 April 2023 — 25 April 2026)

**❖ Board of Directors****Director**

Dr Brian Arieska Pranata

**Deputy Director for Administration**

Dr Misbah Fikrianto, MM, MSi

**Deputy Director for Programme**

Suhendri, PhD (served until April 2025)

## VISION AND MISSION

### ❖ Vision

A Centre of professional excellence in the innovation of language education development within the framework of sustainable development in the region.

### ❖ Mission

To provide quality programmes of professional excellence for language teachers through learning resources development, research and development, capacity building and networking.

### ❖ Goals

- To improve the quality of language teachers through the learning resources development, capacity building as well as research and development.
- To maintain and strengthen extensive networks among SEAMEO Member Countries focused on the innovation of language education development.

## EXECUTIVE SUMMARY

During Fiscal Year (FY) 2024/2025, SEAMEO QITEP in Language (Centre) continued its commitment to enhancing the quality of language education in Indonesia and Southeast Asia. Furthermore, the Centre implemented capacity building programmes, collaborative initiatives, and knowledge-sharing activities designed to strengthen teachers' competencies, foster innovation in language learning, and promote literacy.

The Centre's activities and financial performance in FY 2024/2025 is summarised under areas of focus as below.

### Research and Development

In FY 2024/2025, the Centre strengthened its research and development role by producing data-driven resources and policy recommendations for language education in Southeast Asia. Key initiatives included a study on teachers' Technological Pedagogical Content Knowledge (TPACK) competence, as well as the pilot testing and finalisation of two books on Literacy as well as Global Citizenship Education (GCED), and Social and Emotional Learning (SEL). A major milestone during the year was also the development of the Southeast Asian Roadmap on Multilingual Education (SEA-MLE Roadmap), which outlines strategies to establish multilingualism as a foundation for sustainable education.

To enhance institutional capacity, the Centre held workshops on monitoring and evaluation (M&E), budget planning, and learning resources development. Collaborative efforts were further expanded by supporting SEAMEO INNOTECH on Research Project: “A Foresight-based Development of Teacher Motivation Framework in Southeast Asia”, while the SEAQIL Goes to Schools (SGTS) programme provided insights into MTB-MLE practices in Thailand and literacy implementation in Australia. The Centre has also been developing literacy training guidelines for language teachers, as well as monitoring and evaluation (M&E) guidelines for its programmes and activities, to ensure greater consistency and quality.

### **Capacity Building**

In FY 2024/2025, the Centre delivered a wide range of capacity-building initiatives to strengthen teachers’ professional competence and promote innovation in language education. These included Regional Training on Teaching Indonesian for Foreign Learners, the Excellence in Mandarin Teaching Programme, and specialised training for teachers at Sekolah Indonesia Kota Kinabalu (SIKK) and Community Learning Centre (CLC) Kinabalu. Regular programmes also covered differentiated instruction, literacy training, and professional competence in English, alongside workshops on public speaking, creative writing, content development, and the integration of technology into teaching. Complementing these were customised activities such as a coaching clinic on storytelling and a mini workshop on language learning materials for pre-service teachers.

In addition to training, the Centre co-hosted a Lesson Study with SEAMEO QITEP in Mathematics (SEAQIM) and the University of Tsukuba, convened academic forums, i.e., the 15<sup>th</sup> Annual International Symposium on Foreign Language Learning (AISOFOLL), in collaboration with Universitas Mataram, SEAQIL Talks, and webinar. In short, these programmes and activities demonstrate the Centre’s continued commitment to advancing teacher capacity, enriching pedagogical practices, and fostering innovation in language education across the region.

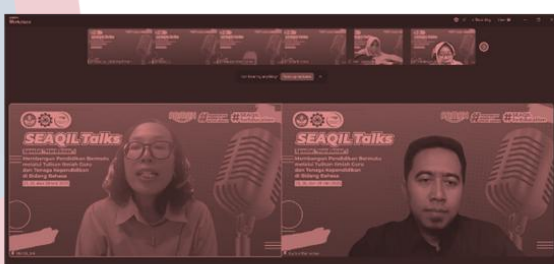
### **Strengthening Linkages**

In line with its mission, the Centre continues to build partnerships through a collaborative approach. In FY 2024/2025, the Centre actively explored potential opportunities for collaboration, engaging with numerous stakeholders to establish strategic partnerships. As a result, it successfully established partnerships through the signing of 14 Memorandum of Agreement (MoA) and Implementation Arrangements (IA) with esteemed partner institutions. These partnerships highlight the Centre’s commitment to overcoming challenges in delivering quality programmes and activities for advancing language education, while at the same time strengthening its institutional visibility.

## Financial Summary

The Centre recorded a budget utilisation of USD 621,718 or 99.96% of the allocation provided by the Indonesian Ministry of Education (MoE) for FY 2024/2025. These funds were directed to support all programmes, activities, and operational expenditures, involving 1,855 beneficiaries.

In summary, this report serves not only as an instrument of accountability but also as a guide for improving future performance, while providing stakeholders meaningful insights into the Centre's work performance.



## In FY 2024/2025,

- a. SEAQIL served 1,855 Language Teachers (Pre- and In-Service), Education Personnel, and related Stakeholders.



More Females (74%) participants in SEAQIL's Capacity Building Initiatives



1,380



475



In FY 2024/2025, SEAQIL involved participants from **31 countries**



**24 initiatives** were conducted to Strengthen Capacity of Language Teachers and Education Personnel

## Maintain extensive networks with 40+

Government Bodies,  
Language Institutions,  
SEAMEO Centres,  
Universities, and  
Organisations/Communities







# **KRA I**

# **REGIONAL LEADERSHIP**

## KRA I Regional Leadership

As part of SEAMEO's Key Result Area on Regional Leadership, the Centre continues to strengthen its role in advancing language education in Southeast Asia. This is reflected in the way the Centre carries out research and development to respond to the needs of teachers, designs innovative programmes that keep language learning relevant, expands capacity-building initiatives to empower education personnel, and promotes recognition and benchmarking to uphold quality standards. Together, these efforts demonstrate the Centre's commitment to ensuring that language education in the region remains responsive, forward-looking, and impactful.

### A. RESEARCH AND DEVELOPMENT

In FY 2024/2025 the Centre remains committed to advancing the quality of language education in Southeast Asia. Guided by its mission, the Centre continues to empower teachers and education personnel through research advancement in language education. A key priority is to strengthen research and development efforts that support the continuous improvement of language teaching and learning practices.

#### 1. Finalising the TPACK Research Instrument

As part of its mandate to enhance the quality and professionalism of language teachers in Southeast Asia, the Centre has been developing a research instrument for the study on *Investigating Foreign Language Teachers' Competence on Technological, Pedagogical, and Content Knowledge (TPACK) in Southeast Asia*. This initiative responds to the rapid advancement of digital technologies and the growing demand for teachers to integrate technology with pedagogy and subject knowledge in the classroom. The study aims to provide reliable data on the current application of TPACK among language teachers and to inform future programmes to strengthen teachers' professional competence.

In the previous fiscal year, the Centre had initiated the drafting process of the instrument, which included designing the blueprint and questionnaire as well as consultation with experts. The process advanced to the conduct of a consignment workshop on the validation of the TPACK instrument which was held on 21–22 November 2024 at Universitas Negeri Malang. During the activity, five experts reviewed and validated the draft blueprint and questionnaire, ensuring the content validity of the instrument. The workshop also involved the Centre's staff and partner academics who actively contributed to refining the instrument through discussions and revisions. This stage marked a significant step toward producing a tool that is both academically relevant and practically applicable.

Resource persons of the workshop on the validation of the TPACK instrument are provided in the

following table:

| No. | Name                                         | Institution                                              |
|-----|----------------------------------------------|----------------------------------------------------------|
| 1   | Prof. Emi Emilia, PhD                        | Universitas Pendidikan Indonesia                         |
| 2   | Prof. Dr Primardiana Hermilia Wijayati, MPd  | Universitas Negeri Malang                                |
| 3   | Prof. Nur Hidayanto Pancoro Setyo Putro, PhD | Universitas Negeri Yogyakarta                            |
| 4   | Dr Janu Arlin Wibowo                         | Pusat Riset Pendidikan, Badan Riset dan Inovasi Nasional |
| 5   | Suhendri, PhD                                | SEAMEO QITEP in Language                                 |



As the follow up to the validation of the instrument, the Centre held the workshop on finalisation of the instrument of TPACK on 12–13 December 2024 in Yogyakarta. This activity was to test the reliability and construct validity of the instrument through pilots, expert presentations, and revisions. Inputs from experts or senior academics in language education strengthened the questionnaire, resulting in a validated and reliable TPACK instrument for the forthcoming study on Investigating Foreign Language Teachers' Competence on Technological, Pedagogical, and Content Knowledge (TPACK) in Southeast Asia.

## 2. Developing the Southeast Asian Roadmap on Multilingual Education (SEA-MLE Roadmap): SEAQIL's Strategic Initiative

In this fiscal year, the Centre developed the *Southeast Asian (SEA) Roadmap on Multilingual Education*. In collaboration with the SEAMEO Secretariat, UNESCO, and the Asia-Pacific Multilingual Education Working Group, the Roadmap was formally approved on July 2025 at the 53<sup>rd</sup> SEAMEO Council

Conference held in Brunei Darussalam. It provides a regional framework for SEAMEO Member Countries to strengthen multilingual education programmes, aligning with Sustainable Development Goal (SDG) 4 and particularly its target on addressing barriers to inclusion.

Prior to its approval, the Centre held a series of preparatory steps to ensure the Roadmap's relevance. Initial coordination began with internal preparations in October 2024, followed by the *Consultation Meeting on the Southeast Asian Roadmap on Multilingual Education* held on 21 January 2025. The meeting gathered focal points from SEAMEO Member Countries, international development partners, academics, and representatives of civil society to provide feedback on the draft, share national priorities, and discuss opportunities and challenges in implementation. This consultative process helped refine the Roadmap and ensured that the framework reflected diverse educational contexts across Southeast Asia.



In addition, the Roadmap has also been introduced in several international forums as part of broader advocacy on multilingual education. It was shared during the Silver Jubilee Celebration of International Mother Language Day (IMLD) on 21 February 2025 at UNESCO Headquarters in Paris, at UNESCO Regional Office in Bangkok, and at St. Andrews International School in Bangkok. On 27 March 2025, the Roadmap was presented at the International Decade of Indigenous Languages (IDIL) and IMLD Conference at Sorsogon State University, Philippines. In July 2025, it was likewise shared at the International Conference on Early Childhood Care, Education, and Parenting (ICECCEP), highlighting its relevance to early childhood education and parental engagement in multilingual contexts.

In particular, the Roadmap recognises Southeast Asia's linguistic diversity, with more than 1,000 languages spoken across the region, and responds to the urgent need to bridge the gap between home

and school languages. It outlines six priority tracks—Access, Learning, Teachers, Policies, Data, and Community—allowing each SEAMEO member countries to adopt flexible strategies suited to their specific linguistic and educational contexts. By addressing key challenges such as home–school language mismatch, low proficiency rates, and high out-of-school numbers, the Roadmap is expected to support governments in developing culturally and linguistically responsive education systems.

Through the SEA-MLE Roadmap, the Centre supports consistent reporting, provides a basis for informed decision-making, and encourages cooperation and exchange across Southeast Asia. The adoption of the Roadmap marks an important step for the Centre in promoting mother tongue-based multilingual education to support better learning, protect cultural heritage, and contribute to sustainable development by 2030.

### **3. Pilot Testing and Finalisation of Literacy, Global Citizenship Education (GCED), and Social Emotional Learning (SEL) Books**

The Centre advanced its programme implementation by developing Literacy, Global Citizenship Education (GCED), and Social Emotional Learning (SEL) as reference books for language teachers. The process of development had been started from the previous fiscal years. In the FY 2024/2025, the process reached the stages of pilot testing and finalisation of the two books.

The pilot testing of the books was conducted on 22–24 July 2024 in Depok, West Java. There were 14 language teachers from Jakarta, Bogor, Depok, Tangerang, and Bekasi who participated the pilot testing of the books and selected regions in Eastern Indonesia. The activity examined readability and practical application of the books through presentations, discussions, and structured feedback. Teachers also completed instruments designed to assess text clarity and relevance for classroom use. This stage ensured that the content reflected teachers' needs and classroom realities.



Following the pilot testing stage, the Centre organised virtually the workshop on Finalisation of Literacy, Global Citizenship Education (GCED), and Social Emotional Learning (SEL) Books on 27 August 2024. The workshop involved book authors, Centre's staff, and experts in language, literacy, and education. The inputs gained from the workshop was focused on refining content, language accuracy, and technical layout. This step marked the completion of the editorial process and the preparation of final drafts for publication.

The books are expected to strengthen teachers' capacity to foster critical thinking, cultural awareness, empathy, and responsible citizenship among students.

#### **4. SEAQIL's Support to SEAMEO INNOTECH on Research Project: "A Foresight-based Development of Teacher Motivation Framework in Southeast Asia"**

The Centre extended its support to SEAMEO INNOTECH in the conduct of Research Project: "A Foresight-based Development of Teacher Motivation Framework in Southeast Asia". This is a SEAMEO INNOTECH's regional research project (2023–2025) which aims to develop a framework that explores teacher motivation as a key factor in sustaining quality education. The Centre contributed by facilitating the collection of data on teacher experiences and policies related to retaining teachers in the profession.

By supporting this regional effort, the Centre reinforced its commitment to collaborative research and knowledge-sharing within the SEAMEO Centres, particularly in advancing teacher motivation as an

essential component of professional development and education quality in the region.

### 5. SEAQIL Goes to Schools (SGTS) Programme: Insight from Thailand and Australia

In FY 2024/2025, the Centre continued to strengthen regional collaboration and knowledge exchange through the SEAQIL Goes to Schools (SGTS) programme. As one of the Centre’s flagship initiatives, SGTS provides opportunities to learn directly from schools, teachers, and education institutions in other countries, with a focus on documenting policies and classroom practices that can serve as models for Southeast Asia. During the fiscal year, two SGTS programmes were conducted: one in Thailand, focusing on Mother Tongue-Based Multilingual Education (MTB-MLE), and another in Australia, which explored effective literacy policies and practices.

#### a. SEAQIL Goes to Schools: Insights from Thailand’s MTB-MLE Practices

The Centre implemented the SGTS programme in Thailand was conducted on 13–15 November 2024 in collaboration with the Foundation for Applied Linguistics (FAL) Thailand. The programme combined expert discussions, classroom observations, and teacher interviews to capture how MTB-MLE supports literacy and learning in multilingual contexts. Furthermore, the programme featured policy dialogues with local experts, including perspectives on the challenges and opportunities of implementing MTB-MLE, as well as classroom visits to Ban Khun Tae School and Ban Pui School in Thailand.

The SGTS Thailand programme achieved its objectives by producing evidence of MTB-MLE practices in Thailand, which will enrich the Centre’s compilation of teaching resources and serve as a reference for advancing multilingual education in Southeast Asia.

The following are list of key persons and institutions involved in the SGTS in Thailand.

| Category         | No | Names                           | Affiliation/Role                                   |
|------------------|----|---------------------------------|----------------------------------------------------|
| <b>Experts</b>   | 1. | Sin Art Lampoonpong Asst. Prof. | MTB-MLE Policy Expert                              |
|                  | 2. | Wanna Tienmee                   | MTB-MLE Practitioner/Researcher                    |
| <b>Moderator</b> | 1. | Patavee Pitchanan               | Foundation for Applied Linguistics (FAL), Thailand |
|                  | 2. | Phothikorn Parichatkheeree      |                                                    |
| <b>Teachers</b>  | 1. | Orn-amon Santiarunothai         | Teacher (Ban Khun Tae School)                      |
|                  | 2. | Mongkhon Thongbue               |                                                    |
|                  | 3. | Chalermchai Rotjanaphongphai    |                                                    |
|                  | 4. | Preeyaphorn Saichonkhumchun     |                                                    |
|                  | 5. | Kulanat Latip                   | Teacher (Ban Pui School)                           |
|                  | 6. | Patharamon Banjonganek          |                                                    |
|                  | 7. | Wipha Kuethu                    |                                                    |
|                  | 8. | Thammanoon Manaphiphat          |                                                    |

|                      |                      |                                                                                                    |                          |
|----------------------|----------------------|----------------------------------------------------------------------------------------------------|--------------------------|
|                      | 9.                   | Thirawat Palat                                                                                     | Teacher (Ban Pui School) |
| <b>SEAQIL's Team</b> | 1.<br>2.<br>3.<br>4. | Dr Brian Arieska Pranata<br>Suhendri, PhD<br>Dr Limala Ratni Sri Kharismawati<br>Rina Dwiwana, SPd | SEAMEO QITEP in Language |

## b. SEAQIL Goes to Schools: Learning from Australia's Literacy Practices

The Centre conducted SEAQIL Goes to Schools (SGTS) in Australia on 27–29 November 2024 to document policies and best practices in literacy education. The programme sought to capture how Australia has successfully designed and sustained strategies to foster high levels of student literacy, providing important references for Southeast Asia.

The programme combined classroom observations and focused group discussions with experts and practitioners, offering insights into both policy frameworks and classroom practices. As part of the visit, the Centre engaged with leading institutions such as Sydney University, Lethbridge Park Public School, Claremont College, the Australian Curriculum, Assessment and Reporting Authority (ACARA), and Inaburra School. Resource persons, including literacy experts from academia and schools, shared perspectives on curriculum development, pedagogy, and assessment practices that have proven effective in the Australian context. The outcomes of SGTS Australia are expected to enrich the Centre's resources for literacy development, offering adaptable approaches for diverse educational contexts across Southeast Asia.

### Institutions and Resource Persons in SGTS Australia

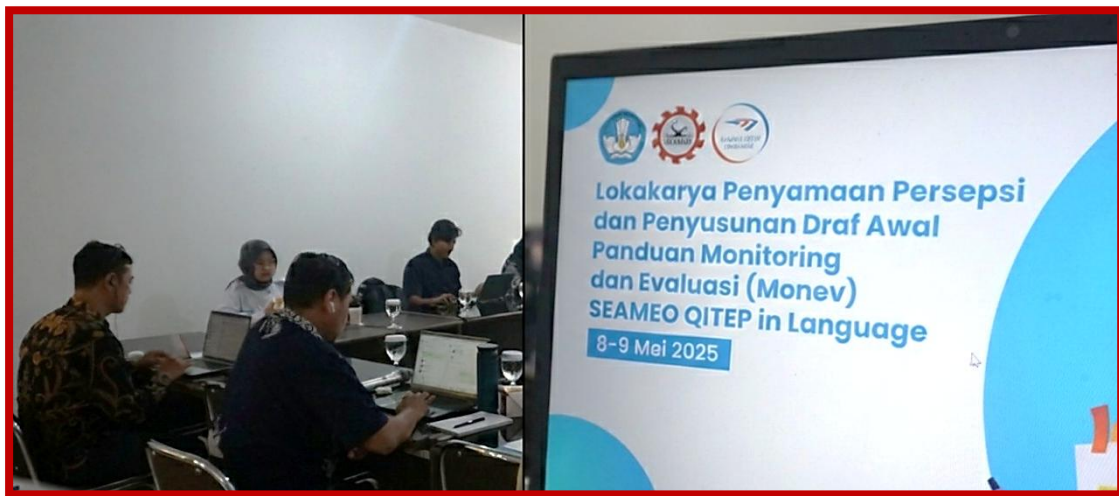
| Category                    | Names                                                                                                                                                                     | Affiliation/Role                                                                   |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>Institutions Visited</b> | Sydney University<br>Lethbridge Park Public School<br>Claremont College<br>Australian Curriculum, Assessment and Reporting Authority (ACARA)<br>Inaburra School           | Leading universities, schools, and national authority on curriculum and assessment |
| <b>Resource Persons</b>     | Julie King Denise Roberts<br>Prof. David Evans Assoc. Prof. Cathy Little Elizabeth Coplin<br>Doug Thomas Lyndal Tait<br>Melissa Lukins<br>Rachel Robinson<br>Sally Bailey | Literacy experts, academics, and practitioners                                     |

## 6. Development of Guidelines for Internal Needs in FY 2024/2025

In the FY 2024/2025, the Centre emphasised on strengthening its institutional foundation through the development of internal guidelines. These efforts aimed to ensure quality, consistency, and sustainability in the Centre's programmes, while aligning organisational practices with regional education priorities. A series of workshops were organised to engage experts, stakeholders, and the Centre's staff in reviewing existing practices, identifying gaps, and producing draft frameworks.

### a. Workshop on perception alignment and initial drafting of the M&E Guidelines of SEAQIL

In line with SEAMEO's Strategic Plan 2021–2030 and the Centre's commitment to institutional accountability, SEAMEO QITEP in Language convened the Workshop on Perception Alignment and Initial Drafting of the Monitoring and Evaluation (M&E) *Guidelines* on 8–9 May 2025 in Bogor, Indonesia. The workshop aimed to establish a common perception of M&E in the internal of the Centre while producing an initial draft of M&E guidelines. These guidelines are designed to strengthen the Centre's governance framework, provide standardised instruments for data collection, and ensure that programme implementation and evaluation are guided by evidence.



The workshop, attended by the Centre's Board of Directors and staff, also brought together resource persons from the Directorate General of Teachers and Education Personnel of the Ministry of Primary and Secondary Education of the Republic of Indonesia, the National Research and Innovation Agency (BRIN), the SEAMEO Secretariat, and three SEAMEO Centres in Indonesia (BIOTROP, SEAQIS, and SEAQIM). Through policy discussions, sharing of best practices, and drafting exercises, participants examined both national and regional frameworks of M&E, including the Monitoring, Evaluation, and Learning (MEL) system developed by the SEAMEO Secretariat. The process not only enhanced staff capacity but also produced a Minimum Viable Draft of SEAQIL's M&E Guidelines, which will serve as the foundation for building a comprehensive institutional system in the years ahead.

## **b. Workshop on Reviewing the Draft Monitoring and Evaluation Guidelines and Mapping of Instrument Needs**

To strengthen institutional governance and ensure programme effectiveness, the Centre convened the *Workshop on Reviewing the Draft Monitoring and Evaluation (M&E) Guidelines and Mapping of Instrument Needs* on 19–20 June 2025 in Yogyakarta. This workshop served as a follow-up to the earlier drafting workshop held in May 2025 and was designed to refine the initial draft of 's M&E guidelines while identifying instruments required to support systematic programme evaluation.

The resource person of workshop were from Universitas Negeri Yogyakarta, SEAMEO QITEP in Mathematics (SEAQIM), and the Centre. The resource persons included Prof. Nur Hidayanto Pancoro Putro Setyo, PhD and Dr Widowati Pusporini, MPd from Universitas Negeri Yogyakarta, Dr. Sri Wulandari Danoebroto from SEAQIM as well as Dr Misbah Fikrianto and M. Masrur Ridwan, from the Centre. The sessions combined expert presentations, group discussions, and drafting exercises, focusing on aligning the Centre's framework with both the SEAMEO Secretariat's Monitoring, Evaluation, and Learning (MEL) system and national regulatory standards.

As an outcome, the workshop had produced a reviewed draft of the Centre's M&E guidelines and an initial mapping of instrument needs. These outputs are expected to provide a strong foundation for developing a comprehensive and evidence-based institutional monitoring and evaluation system, thereby strengthening accountability, improving programme quality, and supporting sustainable capacity development for language teachers and education personnel in Southeast Asia.

## **c. Developing Literacy Training Guidelines for Language Teachers**

As part of its commitment to enhance the quality of language education in Southeast Asia, the Centre convened a Workshop on Developing Literacy Training Guidelines for Language Teachers on 23–25 June 2025 in Depok, West Java. The workshop served as a crucial step in finalising a structured framework that will guide the design and implementation of literacy-focused training for language teachers across the region.

The three-day workshop involved eight Centre's staff in developing guidelines, with additional input from SEAMEO's sister centre (i.e., SEAMEO QITEP in Science) and academics from Indonesian universities. The sessions were enriched by inputs from seven distinguished resource persons. Through a series of presentations, reviews, and collaborative drafting exercises, participants examined policy directions, pedagogical approaches, and assessment frameworks, including literacy benchmarks derived from CEFR and PISA.

The workshop produced a revised draft of the Literacy Training Guidelines, refined through expert

feedback and collective discussion. The draft will serve as a foundation for developing training modules tailored to the needs of language teachers, ensuring that Centre's future literacy programmes are both systematic and impactful. By aligning with regional priorities, the guidelines are expected to provide meaningful support for strengthening literacy instruction and advancing language teacher capacity in Southeast Asia.

Resource persons of the workshop are delineated as follows.

| No. | Name                                  | Institution                               |
|-----|---------------------------------------|-------------------------------------------|
| 1.  | Dr Brian Arieska Pranata              | SEAMEO QITEP in Language, Jakarta         |
| 2.  | Dr Misbah Fikrianto, MM, MSi          |                                           |
| 3.  | Dr Limala Ratni Sri Kharismawati, MPd |                                           |
| 4.  | Ira Khoiriya, SPd, MSc                | Lembaga Administrasi Negara, Jakarta      |
| 5.  | Dr Uwes Anis Chaeruman, MPd           | Universitas Negeri Jakarta, Jakarta       |
| 6.  | Dr Ari Kusmiatun                      | Universitas Negeri Yogyakarta, Yogyakarta |
| 7.  | Irfan Rifai, SPd, MEd, PhD            | Universitas Bina Nusantara, Jakarta       |

## B. INNOVATIVE PROGRAMME

The Centre continues to promote the advancement of language education in Southeast Asia by recognising the dedication and innovation of teachers and education personnel. One of the Centre's flagship programmes in this regard is the SEAQIL Kartini (SEKAR) Award, a biennial programme launched by the Centre firstly in this fiscal year which highlights exemplary contributions in language education.

### SEAQIL Kartini Award (SEKAR) 2024: Strengthening Literacy through Regional Recognition

The 2024 edition of SEKAR adopted the theme "Literacy", reflecting its importance as a key skill for learners in the 21<sup>st</sup> century and as a foundation for effective communication in multilingual and multicultural contexts. The programme also addressed the varied literacy outcomes among Southeast Asia countries, as shown in the 2022 PISA results, and positioned literacy as an area where teachers can share practices and learn from one another.

The selection process took place from August to November 2024 and involved several stages, including registration, administrative review, and assessment of academic papers and good practice videos. To ensure fairness and quality, the evaluation was conducted by external literacy experts. The assessment stage was held on 2–3 October 2024 in Lombok, Indonesia, with candidates presenting their work before the panel of assessors. Final decisions were confirmed through a Director's Decree.

The Awarding Ceremony was held online on 27 December 2024, bringing together finalists, representatives from Southeast Asian Ministries of Education, and the Centre's partners. Five awardees were selected across two categories:

### Language Teacher Category

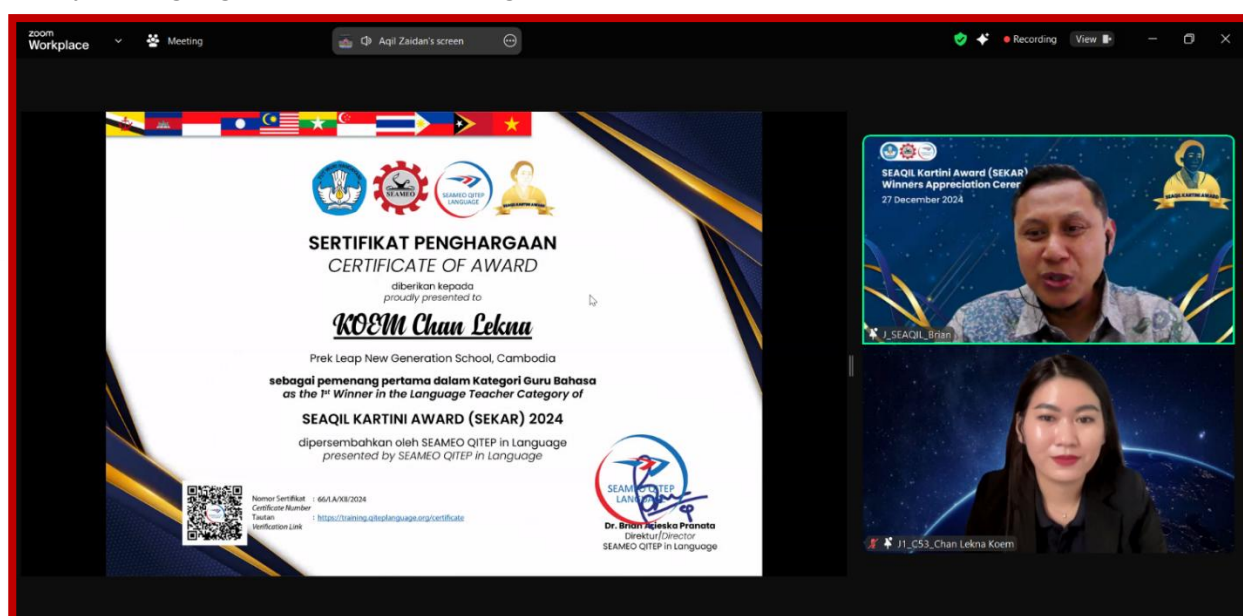
- First Place: Koem Chan Lekna (Prek Leap New Generation School, Cambodia)
- Second Place: Mohd Azim Saidon (SMK Taman Pelangi Indah, Malaysia)
- Third Place: Siti Zakia (SMKN 2 Tebing Tinggi, North Sumatra, Indonesia)

### Education Personnel Category

- First Place: Khusnul Retnoningsih (SMAN 1 Minggir, Yogyakarta, Indonesia)
- Second Place: Noor Hayati binti Haji Emran (Sekolah Rendah Rimba III, Brunei Darussalam)

The implementation of SEKAR 2024 was made possible through the support of the Ministries of Education in Southeast Asia, particularly the Ministry of Primary and Secondary Education of the Republic of Indonesia, and SEAMEO Secretariat (SEAMES).

Through the programme, the Centre not only provides recognition to dedicated teachers but also encourages the dissemination of innovative practices in literacy teaching and school management. By doing so, SEKAR has become a platform for strengthening professional networks and advancing the quality of language education in the region.



## C. CAPACITY BUILDING

In FY 2024/2025, the Centre enhanced teachers' capacity building through regional, in-country, regular, and customised trainings or workshops, complemented by academic forums. Covering a wide geographical scope and diverse themes from teaching methodology and material development to creative writing and differentiated instruction. These programmes were designed to address both regional priorities and country-specific needs, while also accommodating to needs of partner institutions. Overall, they strengthened teachers' professional competencies and supported improved learning outcomes across Southeast Asia.

### 1. Regional Workshop

To support effective English teaching in Southeast Asia, the Centre convened regional programmes that strengthened teachers' capacity in developing quality learning materials. One of the programmes was the Workshop on English Material Development for Elementary Level.

#### **Workshop on English Material Development for Elementary Level**

The Centre, in collaboration with the Ministry of Education, Culture, Sports, Science, and Technology of Japan (MEXT), conducted the Workshop on English Material Development for Elementary Level onsite on 16–20 February 2025. The programme aimed to strengthen teachers' professional and pedagogical competencies in designing English teaching materials and to enrich the availability of quality learning resources for elementary schools.

The workshop was also aligned with the Ministry of Education, Culture, Research, and Technology (MoECRT) Regulation No. 12/2024 on the Curriculum for Early Childhood, Primary, and Secondary Education, which stipulates English as a compulsory subject starting in the 2027/2028 academic year. Through this initiative, the Centre supported national policy directions while addressing the regional need for innovative and student-centred English materials.

A total of 23 participants from four Southeast Asian countries, namely Indonesia, Malaysia, the Philippines, and Vietnam, joined the programme.

The Resource persons of the workshop are shown as below.

| Name                   | Institution                                         | Country   |
|------------------------|-----------------------------------------------------|-----------|
| Hirano Ayako           | Faculty of Foreign Studies, Kyoto Sangyo University | Japan     |
| Christinawati Sutrisno | SD Mardi Rahayu 01 Ungaran                          | Indonesia |

The workshop provided participants with the necessary skills to create effective and relevant resources. It also fostered networking and exchange of good practices across countries, contributing to the advancement of English language teaching in the region.

## **2. Regional Training**

In FY 2024/2025, SEAQIL delivered regular training programmes, including the Regional Training on Teaching Methodology for Indonesian Language for Foreign Learners (ILFL) and the Excellence in Mandarin Teaching Programme, both conducted in blended formats.

### **a. Regional Training on Teaching Methodology for Indonesian Language for Foreign Learners (ILFL)**

In line with the Indonesian Ministry of Education's programme on the internationalisation of the Indonesian language, the Centre continued to organise the Regional Training on Teaching Methodology for Indonesian Language for Foreign Learners (ILFL) in FY 2024/ 2025. The Centre designed training series to strengthen the pedagogical and professional competencies of non-native ILFL teachers and to provide broader access to professional development opportunities in this field.

The 2024 training was held by the Centre in two phases: online on 5–7 August and onsite in Jakarta on 25–31 August. It brought together twelve participants from Bulgaria, the Philippines, Iran, Cambodia, South Korea, Malaysia, Egypt, Türkiye, and Zimbabwe. The training focused on teaching methodology as well as cultural understanding, enabling participants to improve their teaching skills while gaining deeper insights into Indonesian society and culture.

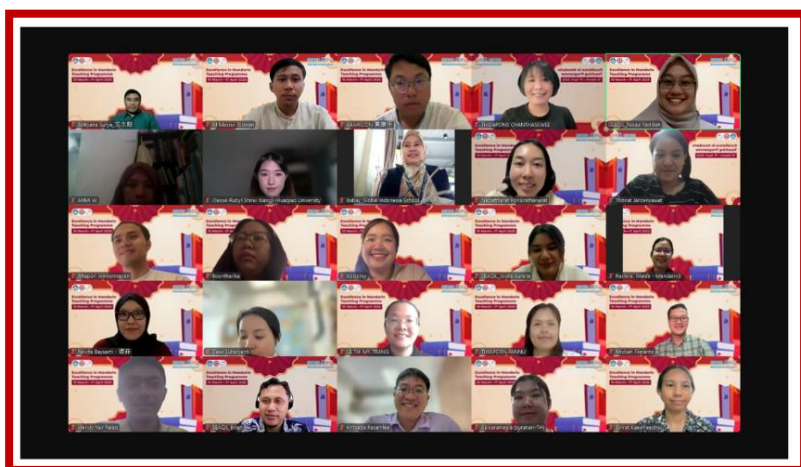
Responding to the increasing demand for qualified ILFL teachers, the 2025 training was held fully online from 22 April to 3 June with forty participants representing 20 countries, including Afghanistan, Saudi Arabia, India, Japan, Germany, Nigeria, Russia, Sri Lanka, Thailand, Timor-Leste, Uzbekistan, and Vietnam. The programme aimed to enhance participants' pedagogical competencies, introduce updated methodologies, and provide opportunities for sharing experiences and good practices. Sessions were facilitated by ILFL experts and academics from Indonesia, Thailand, and South Korea.

By implementing the ILFL programme, the Centre contributed to strengthening the capacity of non-native ILFL teachers, supporting the growing global recognition of Indonesian as an international language, and fostering collaboration among Indonesian language teachers across countries.



## b. Excellence in Mandarin Teaching Programme

In response to the growing demand for Mandarin language education in Southeast Asia, the Centre in collaboration with Global Cultural Adventurers (GCA) China, implemented the Excellence in Mandarin Teaching Programme in FY 2024/2025. The programme was designed to strengthen the professional, pedagogical, and intercultural competencies of Mandarin language teachers and prospective teachers across SEAMEO member countries.



The training was carried out in two modes (online and onsite). The online sessions took place from 10 March to 17 April 2025, engaging up to 100 participants in interactive lessons, individual tasks, and reflection activities. These sessions introduced foundational pedagogical principles, classroom management, activity design, and the integration of interactive media in Mandarin teaching. Participants also developed lesson plans and received structured feedback to refine their approaches.

Following the online stage, 30 selected participants joined the face-to-face training in Jakarta from 5 to 9 May 2025. The intensive onsite programme focused on advanced pedagogical methods, differentiated instruction, lesson planning, and microteaching practice. A cultural visit was also incorporated to deepen participants' understanding of cultural contexts in Mandarin teaching.

The programme was supported by the Centre leadership and expert facilitators from GCA, with sessions ranging from theoretical frameworks to hands-on teaching simulations. By combining online and onsite components, the programme provided a comprehensive professional development experience. It is not only strengthened teachers' capacity in delivering effective Mandarin language instruction but also fostered cross-cultural understanding, thereby contributing to the Centre's commitment to advancing language education and regional cooperation.

### **3. In-Country Training**

In FY 2024/2025, SEAQIL conducted in-country training programmes to strengthen the competencies of Indonesian language teachers. The programme was tailored to local contexts, including a training for teachers at Sekolah Indonesia Kota Kinabalu (SIKK) and Community Learning Centre (CLC) in Sabah, Malaysia

#### **Capacity Building for Indonesian Teachers in Kota Kinabalu, Malaysia**

To support the implementation of the Merdeka Curriculum and address the challenges of differentiated instruction in language classrooms, then Centre collaborated with Sekolah Indonesia Kota Kinabalu (SIKK) to organise a training programme for English language teachers at SIKK and Community Learning Centres (CLC) in Sabah, Malaysia. The training was conducted onsite from 31 July to 2 August 2024 at SIKK, engaging 21 teachers from primary and lower secondary levels.

The programme aimed to enhance teachers' professional and pedagogical capacity in differentiated learning, equipping them with practical skills to design and deliver lessons that respond to students' varying readiness, interests, and learning profiles. Over three days, participants explored topics such as pre-assessment strategies, differentiation in content, process, product, and learning environment, scaffolding techniques, and the development of differentiated teaching modules.

Through lectures, discussions, assignments, and reflective activities, the training guided participants in developing lesson modules tailored to their classroom contexts. Pre- and post-tests were also administered to measure participants' progress, ensuring that the training provided tangible improvements in their understanding and practice of differentiated instruction.



The Centre's four resource persons, bringing both expertise and hands-on experience, were as follows:

| No. | Name                         | Institution              |
|-----|------------------------------|--------------------------|
| 1.  | Dr Misbah Fikrianto, MM, MSi | SEAMEO QITEP in Language |
| 2.  | Susi Fauziah, MHum           |                          |
| 3.  | M. Masrur Ridwan, SPd        |                          |
| 4.  | Sagita Rizkyah Lestari, SPd  |                          |

As the output of the training, participants produced differentiated English teaching modules, demonstrating their improved capacity to contextualise learning materials and strategies.

The programme reflects the Centre's continued commitment to revitalising teacher education in Southeast Asia and ensuring that Indonesian learners, wherever they are, benefit from high-quality and inclusive language education.

#### 4. Regular Training

Through this initiative, the Centre continues to support the professional growth of language teachers, emphasising practical skills and pedagogical strategies that enhance both teacher and student outcomes in the classroom.

### a. Training on Differentiated Instruction Training for Language Teachers across Indonesia

The Centre conducted a series of training on differentiated instruction for language teachers in several provinces of Indonesia. The training aimed to enhance teachers' pedagogical understanding and competencies in differentiated instruction for language teaching by equipping them with the skills to develop teaching modules and learning materials tailored to students' abilities, preferences, and interests. By applying differentiated strategies in classroom contexts, teachers are expected to optimise learning outcomes, boost student motivation, foster collaboration, and promote learners' self-awareness and responsibility, while addressing the common challenges in effectively implementing such approaches.



On this basis, the Centre in collaboration with the Balai Besar Guru Penggerak (BBGP)/Balai Guru Penggerak (BGP) of four provinces in Indonesia to expand differentiated instruction training for language teachers. The following table summarises the schedule and locations of the training.

| Province/<br>Region           | Level                                                                    | Total Amount of<br>Participants | Date                |
|-------------------------------|--------------------------------------------------------------------------|---------------------------------|---------------------|
| West<br>Sumatra               | Language Teachers of Lower and Upper<br>Secondary School, and equivalent | 101                             | 8–12 October 2024   |
| East<br>Kalimantan            | Language Teachers of Upper Secondary<br>School and equivalent            | 28                              | 24–26 October 2024  |
| West Java                     | Language Teachers of Upper Secondary<br>School, and equivalent           | 60                              | 20–24 November 2024 |
| Bangka<br>Belitung<br>Islands | Language Teachers of Lower and Upper<br>Secondary School, and equivalent | 60                              | 2–6 December 2024   |

After the training, the Centre expects have a deeper understanding of differentiated instruction principles and practical strategies to meet the diverse needs of the students, thus contributing to the development of more effective and inclusive language classrooms.

**b. Training on Public Speaking, HOTS, Creative Writing, and Creative Content Writing in Maluku and West Papua Province**

**Public Speaking, Creative Writing, and Creative Content Competencies Training for Language Teachers and Education Personnel in Maluku Province**

The Centre organised the Training to Enhance Public Speaking, Creative Writing, and Creative Content Competencies for language teachers and education personnel in Maluku Province from 31 October to 2 November 2024 in Ambon. The Centre conducted the training in collaboration with the Balai Guru Penggerak (BGP) Maluku Province.



A total of fifty-seven participants attended the training, which was structured into plenary sessions and parallel sessions (two classes) to ensure optimal engagement and learning outcomes. The programme provided comprehensive capacity-building in public speaking, creative writing, and the development of creative learning content. Key topics covered included Public Speaking, Creative Content Development, Scientific and News Writing: applying STAR, PAR, and 5W1H methods, and guidance to the use of SEAQIL e-Training Platform.

The training involved three resource persons delivering the main programme and one resource person providing guidance on SEAQIL's e-training platform. Sessions of the training combined theoretical instruction, practical exercises, and guided application to ensure participants could immediately implement the skills in their professional context.

The Centre designed the programme to enhance both pedagogical and professional competencies, providing teachers and education personnel with innovative tools and strategies relevant to contemporary language education. By integrating practical skills, digital literacy, and creative content development, the training aimed to strengthen the capacity of teachers to foster effective language learning across schools in Maluku.



### **Public Speaking, Creative Writing, and Higher-Order Thinking Skills (HOTS) Training for Language Teachers in West Papua and Southwest Papua**

In collaboration with the Balai Guru Penggerak (BGP) of West Papua Province, the Centre conducted a three-day training for teachers and education personnel in Sorong from 18 to 20 October 2024. This training focused on enhancing public speaking, creative writing, and higher-order thinking skills (HOTS), aligning with the Centre's mission to strengthen teacher capacities in language education across Indonesia.



The training aimed to foster collaboration between the Centre and BGP West Papua, while simultaneously equipping teachers with essential soft skills for professional growth. Specifically, the program supported teachers in delivering clear, persuasive, and structured presentations, leading discussions, facilitating workshops, and performing effectively as resource persons. Participants also gained insights into literacy development and the practical application of HOTS in classroom teaching, demonstrated through lesson planning exercises. The programme was organised by the Centre in two parallel sessions, with Class A focusing on Public Speaking and Creative Writing, attended by forty-two participants, while Class B concentrated on Higher-Order Thinking Skills (HOTS) and attended by thirty-nine participants.

Upon completion of the training, teachers gained the ability to apply effective public speaking techniques and make use of digital media in their professional practice. They were also trained by resource persons to deliver presentations and serve as competent persons in professional activities. In addition, the training strengthened their professional competencies, particularly in developing literacy and higher order thinking skills for them and their students.

The resource persons for the training sessions from the Centre included Dr Misbah Fikrianto, MM, MSi., and M. Masrur Ridwan for Class A (Public Speaking and Creative Writing), while Class B (Higher-Order Thinking Skills) was led by Dr Limala Ratni Sri Kharismawati and Sagita Rizkyah Lestari.

### **c. English Language Professional Development Training for Teachers in Pangandaran**

To support the improvement of English language competencies among teachers, the Centre organised the English Language Professional Development Training for Teachers of Early Childhood, Primary, and lower secondary Education Levels. The training was held in Pangandaran, West Java, from 2 to 4 July 2024, in collaboration with the Education, Youth, and Sports Office of Pangandaran Regency.



The programme addressed the urgent need for English proficiency in Pangandaran, a region renowned for its tourism potential. As an essential skill for the 21st century and a key tool in the tourism industry, English enables local communities to better serve international visitors. Teachers play an important role in this effort, not only by enhancing students' English skills but also by contextualising language learning with local tourism content.

A total of 30 teachers participated in the training, representing early childhood education, primary, and lower- secondary schools across Pangandaran. The sessions were designed to be interactive and practice-oriented, enabling participants to develop English monologues and dialogues for tourism promotion and to produce short video content. Through the activities, teachers not only enhanced their professional and pedagogical skills but also gained practical resources to enrich their classroom teaching.

Three resource persons from the Centre facilitated the training.

| No | Name                         | Institution              |
|----|------------------------------|--------------------------|
| 1. | Dr Misbah Fikrianto, MM, Msi | SEAMEO QITEP in Language |
| 2. | M. Masrur Ridwan, SPd        |                          |
| 3. | Susi Fauziah, MHum           |                          |

## 5. Customised Training/Workshop

In response to specific institutional requests, the Centre offered customised trainings to address targeted needs such as Coaching Clinic: Integrating Culture into Language Learning through Storytelling and Mini Workshop on the Development of Language Learning Materials for Pre-Service Teachers of UIN

K.H. Abdurrahman Pekalongan.

### a. Coaching Clinic: Cultural Integration in Language Learning through Storytelling

To enrich language learning with cultural depth and creativity, the Centre organised a Coaching Clinic on Storytelling under the theme "Cultural Integration in Language Learning through Storytelling." Held on 15 July 2024, a hands-on clinic designed to empower teachers with narrative techniques that bring local traditions and wisdom into the classroom.

The coaching clinic led by Ms Muthia Atika Fajri, First Prize Winner of the National Multilingual Storytelling Competition in the Digital Era from Universitas Pendidikan Indonesia, offered 40 participants a practical guidance on crafting and delivering stories that weave cultural themes into language lessons whether inspired from folktales, local values, or daily life. Through interactive

coaching, participants explored methods to use storytelling as a bridge between language instruction and cultural heritage, fostering learning that is both meaningful and memorable.



By offering teachers these storytelling strategies, the Centre highlights that language teaching goes beyond words to encompass the stories that shape understanding across diverse communities.

#### **b. Development of Language Learning Materials for Pre-Service Teachers of UIN K.H. Abdurrahman Pekalongan**

In FY 2024/2025, the Centre hosted Mini Workshop on the Development of Language Learning Materials for Pre-Service Teachers of the Tadris Bahasa Indonesia Study Programme, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, as part of a Field Study Programme (*Kuliah Kerja Lapangan*) on 14 May 2025 in Jakarta.

The activity involved eighty students and six accompanying lecturers and focused on the development of Indonesian language teaching materials that are contextual, engaging, and suitable for learning in the digital era. The workshop led by three resource persons of the Centre, provided practical and strategic guidance on designing materials aligned with contemporary pedagogical and academic standards.

This initiative also strengthened institutional collaboration between the Centre and UIN KH Abdurrahman Wahid, particularly in the areas of education and human resource development. Since 2021, the partnership has implemented professional and pedagogical capacity building, expert involvement in teaching, and support for internship programmes.



The workshop aligns with SEAMEO's regional priorities in revitalizing teacher education through innovative learning approaches, technology integration, and the development of relevant teaching materials. As one of SEAMEO Centres, the Centre continues to contribute to these agendas by equipping pre-service teachers with the knowledge, skills, and practical experience needed for effective language education.

## 6. Academic Forums: Advancing Language Education

In FY 2024/2025, the Centre convened four academic forums: the 15<sup>th</sup> AISOFOLL, SEAQIL Talks "National Education Day", SEAQIL Talks: Improving English Education, and a webinar themed "the Role of Technology in Building Creativity and Collaboration in the 21<sup>st</sup> Century Learning". These activities provided opportunities for teachers, researchers, and related stakeholders across Southeast Asia to share insights, discuss emerging issues in language education, and contribute to enhance the quality of language teachers in the region.

### a. The 15<sup>th</sup> AISOFOLL (Annual International Symposium of Foreign Language Learning)

In 2024, the Centre in collaboration with Universitas Mataram (Unram) organised the Fifteenth Annual International Symposium of Foreign Language Learning (the 15<sup>th</sup> AISOFOLL). The symposium was held on 2–3 October 2024 in a hybrid format at Aruna Senggigi Resort & Convention, Lombok, Indonesia. The theme of the 15<sup>th</sup> AISOFOLL was *"Teaching Literacy and Practices in Diverse Contexts: Empowering*

*Creativity, Innovation, and Entrepreneurial Skills for Learners and Educators for Sustainable Development.*” The symposium provided a platform for teachers, researchers, and practitioners to exchange knowledge, share research findings, and promote innovative practices in literacy education.



The 15<sup>th</sup> AISOFOLL presented six keynote speakers from Australia, Hong Kong, Indonesia, Singapore, and Vietnam, who delivered insights on literacy from multiple perspectives, including pedagogy, technology integration, policy implications, and community engagement. In addition, 27 paper presenters from various countries shared their research and best practices on topics ranging from family literacy, classroom strategies, assessment and evaluation to digital innovations in literacy learning. This diverse participation highlighted literacy as a foundation for quality education and lifelong learning.

The symposium brought together participants from across Southeast Asia and beyond, comprising academics, teachers, and education stakeholders. A total of 329 individuals attended, both onsite and online, engaging in discussions on the role of literacy in supporting creativity, critical thinking, and sustainable development. The collaboration in conducting conference with Unram also strengthened its partnerships, particularly by integrating AISOFOLL with Unram’s conference, the 6<sup>th</sup> International Conference on Education and Social Sciences (ICSS), which was held back-to-back with the AISOFOLL.

Through this symposium, the Centre reaffirmed its commitment to advancing language education and strengthening networks among regional and international partners. The outcomes of the the 15<sup>th</sup>

AISOFOLL are expected to contribute to improved literacy practices in classrooms, schools, and communities, thereby supporting the broader goals of inclusive and sustainable education in the region.

The papers presented at the 15<sup>th</sup> AISOFOLL were published in *Proceedings of AISOFOLL* (PROCAIS) which has utilised the Open Journal System (OJS) since 2025. Further, four selected papers also featured in the *SEAQIL Journal of Language Education (SJLE)*.

#### Keynote Speakers – The 15<sup>th</sup> AISOFOLL

| Name                                     | Country/Institution                         | Title                                                                           |
|------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------|
| Assoc. Prof. Noella Mackenzie            | Charles Sturt University, Australia         | <i>Transitions and Continuity in Literacy Learning</i>                          |
| Prof. Emi Emilia                         | Universitas Pendidikan Indonesia, Indonesia | <i>Literacy in Language Teaching</i>                                            |
| Assoc. Prof. Csilla Weninger             | Nanyang Technological University, Singapore | <i>Technology Integration in Literacy Teaching</i>                              |
| Dr Nguyen Thi Mai Huu                    | Ministry of Education and Training, Vietnam | <i>Policy Implications for Literacy Education</i>                               |
| Prof. Chung Kevin Kien Hoa               | The Education University of Hong Kong       | <i>Teaching Strategies and Methods in Literacy</i>                              |
| Novi Tri Darmayanti & Novitasari Nurasti | Goethe-Institut Indonesien                  | <i>Literacy in Language Teaching/Material Development for Literacy Learning</i> |

#### 27 Paper Presenters – The 15<sup>th</sup> AISOFOLL

| Name                                    | Country/Institution                                                                      | Title                                                                                                                                  |
|-----------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Ayu Dwi Nastiti & Harni Kartika Ningsih | Agency for Language Development & Cultivation, MoECRT / Universitas Indonesia, Indonesia | <i>The Teaching of Exposition Texts in BIPA Class Using Genre-Based Approach</i>                                                       |
| Agita Violy                             | RA Muslimat, Indonesia                                                                   | <i>Enhancing Literacy in Language Skills and Entrepreneurship Abilities in Early Childhood through Market Day Activities</i>           |
| Ahmad Syafi'i                           | STKIP Al Hikmah Surabaya, Indonesia                                                      | <i>Enhancing Feedback Literacy: Integrating Artificial Intelligence (AI) Driven Feedback to Boost Student Engagement in L2 Writing</i> |

|                                                                                                       |                                                             |                                                                                                                    |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Ana Solehah Binti Mohamed Muneer, Dr Siti Maftuhah Damio & Muh. Azhar Kholidi                         | Universiti Teknologi MARA, Malaysia                         | <i>Perspectives of Lower Secondary Students on Integrating English Songs and Videos in ESL</i>                     |
| Ani Novitasari                                                                                        | Politeknik Negeri Lampung, Indonesia                        | <i>Exploring the Impact of Reading with Babies on Literacy Interest</i>                                            |
| Arathai Din Eak                                                                                       | Wawasan Open University, Malaysia                           | <i>Enhancing ESL Literacy through Multimodal Feedback in ODL</i>                                                   |
| Atik Ulinuha                                                                                          | Institut Ilmu Kesehatan Bhakti Wiyata Kediri, Indonesia     | <i>Navigating the Transition: Health Students' Experiences and Challenges from Secondary to Tertiary Education</i> |
| Beny Arum Setianingsih                                                                                | Junior High School 1 Tayu, Indonesia                        | <i>See, Think, Wonder: Viewing Skills Strategy for Junior High School Students</i>                                 |
| David B. Dichoso                                                                                      | Cabarroguis National School of Arts and Trades, Philippines | <i>Mining Demographic Determinants of Structural Errors in Speech Compositions of Eleventh Graders</i>             |
| Dhuha Hadiyansyah                                                                                     | Universitas Al Azhar Indonesia, Indonesia                   | <i>Support for Literacy Development in Homeschooling vs. Conventional School Family</i>                            |
| Dr Dessy Dwi Yudha Santhi                                                                             | SD Negeri Budhi Karya, Indonesia                            | <i>Celebrating the Fifth Graders' Classroom Literacy Awakening through Book Publication Projects</i>               |
| Dr Isry Laila Syathroh & Iis Sabiah                                                                   | Kelas Kreatif Indonesia, Indonesia                          | <i>Empowering Young Minds: Community-Driven Literacy through Books in a Box Program</i>                            |
| Dr Laily Amin Fajariyah                                                                               | SMP Negeri 5 Panggang, Indonesia                            | <i>Unlocking Success: A Case Study of Family Literacy Practices at Home</i>                                        |
| Evi Karlina Ambarwati, Indah Purnama Dewi, Praditya Putri Utami, Nabila Alqoyyumi, Shaffa Aulya Rahma | Universitas Singaperbangsa Karawang, Indonesia              | <i>Global Citizenship Values in Digital Picture Books for Young English Learners</i>                               |
| Fenty Yunia Vianarika                                                                                 | SMA Sekolah Anak Indonesia – Yayasan Alirena, Indonesia     | <i>Improving Papuan Students' Literacy with Small Culture Research-Based Learning</i>                              |
| Laela Hikmah Nurbatra                                                                                 | Universitas Muhammadiyah Malang, Indonesia                  | <i>Navigating Duolingo's Pros and Cons: Case Study from Indonesian Gen Z Perspectives</i>                          |

|                                                                    |                                                                                         |                                                                                                                             |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Lailatun Nurul Aniq, Joko Nurkamto, Siswandari, Nur Arifah Drajati | Universitas Sebelas Maret, Indonesia                                                    | <i>EFL Graduate Students' Inner Speech and Implementations of Their Academic Writing Development</i>                        |
| Lasma Dwina Rosmalianti Tulusita                                   | SMA Negeri 4 Bandar Lampung, Indonesia                                                  | <i>Assessing Multiliteracy among High School Students: A Comprehensive Study</i>                                            |
| Muh. Azhar Kholidi, Arina Amalina Prihatini & Zulfa Azizaturrahmi  | Universitas Islam Negeri Mataram, Indonesia / Universiti Sultan Zainal Abidin, Malaysia | <i>Digital Literacy in Higher Education: Insights from Lecturers at State Islamic University of Mataram</i>                 |
| Nita Novianti, PhD                                                 | Universitas Pendidikan Indonesia, Indonesia                                             | <i>Conventional and Critical Literacies: Negotiating Spaces for Their Integration</i>                                       |
| Precious R. Gallo                                                  | Isabela State University, Philippines                                                   | <i>Exploring Communicative Language Teaching Strategies: A Language Training Material for EFL Tutors in Online Learning</i> |
| Ridha Nur Aisyi                                                    | SMP Negeri 21 Mesuji, Indonesia                                                         | <i>Multimodal Social Semiotic Analysis of Grammar Teaching in an Indonesian EFL Website</i>                                 |
| Rizky Amelia                                                       | Politeknik Negeri Banjarmasin, Indonesia                                                | <i>Literacy Learning and Wetland Awareness through Android-Based Case Method Instruction</i>                                |
| Slamet Hari Pambudi                                                | Pakintelan 02 Elementary School, Semarang, Indonesia                                    | <i>Elanors: Development of English Reading and Writing Skills for Fourth Graders</i>                                        |
| Syafaruddin Marpaung                                               | SMA Negeri 2 Kota Tanjungbalai, Indonesia                                               | <i>Enhancing Student Engagement and Reading in Narrative Literacy with Quick Maker</i>                                      |
| Precious R. Gallo                                                  | Isabela State University, Philippines                                                   | <i>Exploring Communicative Language Teaching Strategies: A Language Training Material for EFL Tutors in Online Learning</i> |
| Ridha Nur Aisyi                                                    | SMP Negeri 21 Mesuji, Indonesia                                                         | <i>Multimodal Social Semiotic Analysis of Grammar Teaching in an Indonesian EFL Website</i>                                 |
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| Slamet Hari Pambudi  | Pakintelan 02 Elementary School, Semarang, Indonesia | <i>Elanors: Development of English Reading and Writing Skills for Fourth Graders</i>                                |
| Syafaruddin Marpaung | SMA Negeri 2 Kota Tanjungbalai, Indonesia            | <i>Enhancing Student Engagement and Reading in Narrative Literacy with Quick Maker</i>                              |
| Umi Farisiyah        | Madrasah Aliyah Al Hikmah 2, Indonesia               | <i>Quality in Literacy Assessment: Applying the 2PL Item Response Theory Model to Reading Comprehension</i>         |
| Wiwik Mardiana       | Universitas Islam Majapahit, Indonesia               | <i>Cultivating Students' Critical Thinking and Collaboration: Literacy Practice in Digital Storytelling Project</i> |

## b. SEAQIL Talks: Improving English Education

The Centre organised SEAQIL Talks, a public talk to enhance English language education. It was broadcast live on TVRI Yogyakarta, the regional branch of Indonesia's public television network on 10 September 2024. The session shared information on national and regional policies and programmes to improve English teaching quality and teacher proficiency. The talk targeted language teachers and education stakeholders, offering insights into initiatives shaping English education in Southeast Asia. The event was structured in two segments. The first segment focused on policies and programmes supporting the improvement of English teaching quality, while the second segment addressed enhancing teacher proficiency and pedagogical skills. In preparation for the session, the Centre provided speakers with discussion topics and guiding questions to ensure the talks was in alignment with the Centre's goals.

The SEAQIL Talks presented distinguished speakers from government and academic institutions in Southeast Asia, including the Centre's Director and representatives from Indonesian Directorate General of Teachers and Education Personnel, offering perspectives of the experts on language education policies and professional development programmes.

### Speakers:

| No. | Name                     | Institution                                                                     |
|-----|--------------------------|---------------------------------------------------------------------------------|
| 1.  | Dr Nguyen Thi Mai Huu    | National Foreign Languages Project, Ministry of Education and Training, Vietnam |
| 2.  | Tith Mab                 | Institute of Foreign Languages, Royal University of Phnom Penh, Cambodia        |
| 3.  | Dr Brian Arieska Pranata | SEAMEO QITEP in Language, Indonesia                                             |

|    |                |                                                                       |
|----|----------------|-----------------------------------------------------------------------|
| 4. | Dr Nita Isaeni | Directorate General of Teachers and Education<br>Personnel, Indonesia |
|----|----------------|-----------------------------------------------------------------------|

Insights and discussions from the SEAQIL Talks are expected to guide future initiatives and support ongoing efforts to enhance language learning outcomes across Southeast Asia.

**c. SEAQIL Talks National Education Day 2025: *Strengthening Quality Education through Scientific Writing***

To commemorate National Education Day 2025, the Centre organised an online discussion forum, SEAQIL Talks, under the theme “Strengthening Quality Education through Scientific Writing of Language Teachers and Education Personnel”. The programme, held in three days on 23, 26, and 28 May 2025, was designed to foster a culture of academic writing among teachers and education personnel in the field of language as part of broader efforts to enhance the quality of education.

The initiative aligned with the national priority of the Ministry of Primary and Secondary Education of Indonesia, which emphasises teacher quality, lifelong learning, and the dissemination of good practices as essential components of quality education for all. Within this context, scientific writing was positioned not only as documentation of knowledge but also as a reflection of critical thinking, innovation, and professional growth.

The SEAQIL Talks: National Education Day 2025 featured three distinguished resource persons who guided participants through aspects of scientific writing. The resource persons and their topic presented in SEAQIL Talks are shown in the following table.

| Date        | Resource Person                              | Institution                             | Topic                                                    |
|-------------|----------------------------------------------|-----------------------------------------|----------------------------------------------------------|
| 23 May 2025 | Dr Testiana Deni Wijayatiningsih             | Universitas Muhammadiyah Semarang       | Academic Writing in Accordance with Scientific Standards |
| 26 May 2025 | Prof. Nur Hidayanto Pancoro Setyo Putro, PhD | Universitas Negeri Yogyakarta           | Practical Aspects of Writing Scientific Articles         |
| 28 May 2025 | Dr Syahrul Ramadhan                          | National Research and Innovation Agency | Presenting Research Data Effectively and Meaningfully    |

The three-session programme was attended by a total of 105 participants consisting of language teachers and education personnel. The activity combined expert presentations with interactive

discussions, enabling participants to deepen their understanding of scientific writing, reflect on their own experiences, and receive feedback on ongoing or planned academic work.

#### **d. Seminar: The Role of Technology in Building Creativity and Collaboration in 21<sup>st</sup> Century Learning**

The Centre co-hosted the seminar “The Role of Technology in Building Creativity and Collaboration in 21<sup>st</sup>-Century Learning” in collaboration with the BBGP for West Java on 5 September 2024. Conducted in a hybrid format, the seminar was attended by 309 participants, including teachers and education personnel from Indonesia and beyond.

The seminar aimed to strengthen digital competencies among teachers, ensuring technology is effectively utilised to support teaching while maintaining the main role of teachers as facilitators and leaders in the classroom. The programme focused on developing teachers’ skills in student-centred learning approaches aligned with the demands of 21<sup>st</sup>-century education and the digital era.

The seminar presented 3 keynote speakers and 2 presenters with range topics as in the following table:

#### **Resource Persons**

| <b>No.</b> | <b>Name</b>                            | <b>Institution</b>                                 | <b>Topics</b>                                                                             |
|------------|----------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------------|
| 1.         | Gogot Suharwoto, PhD                   | Ministry of Education of the Republic of Indonesia | The Role of Technology in Enhancing Creativity and Collaboration in 21st-Century Learning |
| 2.         | Suhendri, PhD                          | SEAMEO QITEP in Language (SEAQIL)                  | Utilising Technology in SEAQIL Training Programmes                                        |
| 3.         | Kang Juonghyon                         | Edutech Arasoft, South Korea                       | Pilot Projects in Developing E-Books in Indonesia                                         |
| 4.         | Farid Achmad Nur & Syifa Fatimazzahroh | Edutech Arasoft, Indonesia                         | Realizing Digital Technology through the World’s Most Advanced E-Book Technology          |
| 5.         | Ahmad Fikri Dzulfikar                  | Google for Education                               | Building Creativity with Gemini, Google’s Generative AI Model                             |

The seminar emphasised the integration of technology into educational practices to foster creativity, collaboration, and digital literacy, covering four domains: digital culture, digital ethics, digital skills, and digital safety. Participants gained practical knowledge on leveraging digital tools to enhance classroom learning, while reinforcing the teacher’s role as the primary guide and facilitator.

Through the activity, the Centre had equipped teachers with the skills and insights necessary to meet challenges as well as strengthening linkages with other partner institution

#### **D. COLLABORATION ACTIVITIES**

In the Fiscal Year 2024/2025, the Centre engaged in various collaboration activities with partner institutions, recognising the important role the partnerships play in achieving Centre's goals. Through strategic partnerships, the Centre has been able to enhance the quality and reach of its programmes, leveraging shared expertise and resources, and enabling the Centre to address challenges more effectively.

##### **Collaborative Workshop**

The Centre collaborated with partner institutions to provide workshops that integrate literacy, social-emotional learning, and lesson study practices.

##### **a. Workshop on Writing Best Practices on Literacy and Social Emotional Learning**

Workshops on writing best practices are important for strengthening literacy and Social Emotional Learning (SEL) in schools. Through the activities, teachers gain hands-on skills to write, share ideas, and apply SEL in the classroom which helping students learn better while also growing socially and emotionally.

The Centre conducted first workshop in Purwokerto on 11 November 2024 with OMERA Pustaka. The programme was opened by the Head of Banyumas Regency Education Office, Drs. Joko Wiyono, M.Si., and attended by 85 participants, including teachers, lecturers, and literacy community representatives. Six resource persons from the Centre and Universitas Islam Negeri (UIN) Prof. KH Saifuddin Zuhri Purwokerto delivered sessions on literacy, SEL, and writing practices.

The Centre conducted the second workshop in Yogyakarta on 17 December 2024 in partnership with Deepublish. A total of 25 secondary school teachers participated. The event was attended by Prof. Nur Hidayanto Pancoro Setyo Putro, Ph.D., Dean of the Faculty of Languages, Arts, and Culture of Universitas Negeri Yogyakarta, with opening remarks from M. Rizky (Deepublish) and Dr Misbah Fikrianto (the Centre). The resource persons shared to participants practical guidances on book writing and effective communication.

| Activity Name                                                                                                                   | Date             | Venue      | Resource Persons                                                                                                                                                                                                               | Participants |
|---------------------------------------------------------------------------------------------------------------------------------|------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Best Practices Writing Workshop: Literacy and Social Emotional Learning (SEL) – in collaboration with OMERA Pustaka (Publisher) | 11 November 2024 | Purwokerto | 1. Yanwi Mudrikah, MPd (UIN Prof. KH Saifuddin Zuhri)<br>2. Dr Heru Kurniawan, MPd (UIN Prof. KH Saifuddin Zuhri)<br>3. Dr Misbah Fikrianto (SEAQIL)<br>4. Hasanatul Hamidah, MA (SEAQIL)<br>5. M. Masrur Ridwan, SPd (SEAQIL) | 85           |
| Best Practices Writing Workshop: Literacy and Social Emotional Learning (SEL) – in collaboration with Deepublish Publisher      | 17 December 2024 | Yogyakarta | 1. Dr Sri Adi Widodo (Universitas Sarjanawiyata Tamansiswa)<br>2. Aruming Sekar Sukrani Candra Dewi, SE (Deepublish)<br>3. Dr Misbah Fikrianto (SEAQIL)<br>4. Hasanatul Hamidah, MA (SEAQIL)<br>5. M. Masrur Ridwan (SEAQIL)   | 25           |

#### b. Strengthening the Implementation of *Kurikulum Merdeka* through Lesson Study

On 21 August 2024, the Centre, together with BBGP for Daerah Istimewa Yogyakarta (BBGP DIY) and the Center for Research on International Cooperation in Educational Development (CRICED), University of Tsukuba, collaborated in supporting SEAMEO QITEP in Mathematics (SEAQIM) to organise the *Lesson Study for Strengthening the Implementation of Kurikulum Merdeka in Primary School Mathematics*. The activity took place at the Ministry of Education, Culture, Research, and Technology of Indonesia complex in Jakarta.

The programme engaged 60 students from Elementary School SD Negeri Grogol Utara 3, divided into Grade 1 and Grade 3 groups, who participated in mathematics lessons facilitated by Japanese teachers from CRICED. The event was officially opened by the Director of Teachers and Education Personnel for Primary Education, Dr Drs Rachmadi Widdiharto, MA, who expressed his hope that the practices demonstrated by the University of Tsukuba would contribute to strengthening the implementation of *Kurikulum Merdeka*.

The lesson study featured three experts from CRICED, University of Tsukuba: Prof. Masami Isoda, Hidemi Tanaka, and Shyoji Aoyama. They shared their expertise and approaches in mathematics education. Prof. Isoda also highlighted the development of CRICED's lesson study-based mathematics book, which was hoped would support Indonesian teachers in delivering mathematics lessons more effectively. The Centre also contributed to the programme by providing interpretation services from Japanese into Indonesian.

The collaboration illustrates the value of engaging with international and local partners in sharing good practices, strengthening teacher competencies, and advancing the implementation of *Kurikulum Merdeka* in Indonesia.

**c. Workshop on Mapping Regional and International Cooperation Strategy of SEAMEO Centres in Indonesia (SCI) Regional and International Collaboration Workshop**

To strengthen collaboration strategies, the Centre convened the Workshop on Mapping Regional and International Cooperation Strategy of SEAMEO Centres in Indonesia (SCI) from 19 to 21 December 2024 in Bali. The workshop gathered Governing Board Members and cooperation teams from all SEAMEO Centres in Indonesia, along with representatives from key ministries, including the Ministry of Education, Culture, Research, and Technology; the State Secretariat; and the Ministry of Foreign Affairs. Sessions featured discussions on national and international cooperation policies, ASEAN's post-2025 agenda, and the contribution of SEAMEO Centres to achieving the Sustainable Development Goals (SDGs).

The programme also invited resource persons from the Centre's partner institutions such as ARASOFT, Microsoft Indonesia, Google for Education, Universitas Warmadewa, and Universitas Pendidikan Ganesha, who shared perspectives on digital transformation, technological innovation, and potential partnership opportunities. By involving government institutions, academia, and industry, the workshop provided a platform for SEAMEO Centres to explore comprehensive and practical approaches to regional and international cooperation.

The workshop concluded with each Centre presenting a draft strategy map for their regional and international cooperation in 2025. These outputs will serve as a reference for strengthening partnerships that are responsive to global and regional priorities while supporting national education agendas.

## **E. RECOGNITION AND BENCHMARKING**

During Fiscal Year 2024/2025, the Centre produced various products and publications, which varying from modules, learning videos, as well as promotional materials, such as annual report, magazines and newsletters. Aside from website and social media, the Centre participated in various fora and exhibitions to ensure the visibility of its programmes, activities and resources.

## 1. Active Participation in National, Regional, and International Initiatives

During Fiscal Year 2024/2025, SEAQIL demonstrated a strong commitment to active participation in national, regional, and international Initiatives. The Centre actively engaged in a wide range of collaborative programmes, partnerships, and strategic forums, contributing to knowledge exchange, capacity building, and the advancement of language education.

| Programme/Project/Activity                                                                            | Implementation                                                  | Organiser                                                | Benefit                                                                                           |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Exhibition 15 <sup>th</sup> Anniversary of SEAMEO QITEP in Science                                    | Jakarta, 15 July 2024                                           | SEAQIS                                                   | Enhancing SEAQIL's visibility                                                                     |
| 3 <sup>rd</sup> SEAMEO Strategic Workshop on Monitoring, Evaluation, and Learning (MEL)               | Bangkok 16 July 2024                                            | SEAMES                                                   | Obtaining the latest information on SEAMES MEL initiatives                                        |
| SEAMEO Centres Director Meeting                                                                       | Bangkok, 17–18 July 2024                                        | SEAMES                                                   | Gaining input and support for TPACK initiatives                                                   |
| 15 <sup>th</sup> SEAQIL Governing Board Meeting                                                       | Yogyakarta, 9–11 September 2024                                 | SEAQIL                                                   | Obtaining guidance and approval from the Governing Board Members                                  |
| Publication of SEAQIL Journal of Language Education (Regional/International scope)                    | June and December 2024                                          | SEAQIL                                                   | Providing a platform for scientific publications by teachers and educators in Southeast Asia      |
| Seminar Internasional 'Empowering Teachers, Transforming Futures' memperingati Hari Guru Sedunia 2024 | Jakarta, 5 October 2024                                         | BBGP Jabar, BBGP DIY, BGP Banten, SEAQIL, SEAQIM, SEAQIS | Enhancing teachers' motivation and a forum for sharing best practices                             |
| 2024 Indonesia Focus Conference                                                                       | Washington DC, 5–6 October 2024                                 | ASIRPA, KBRI Washington DC                               | Enhancing SEAQIL's visibility; Dissemination of SEAQIL's research results; Strengthening Networks |
| Magang dan Studi Independen Bersertifikat (MSIB) Certified Internship and Independent Study Program   | Batch 6: February–June 2024<br>Batch 7: September–December 2024 | Ditjen Diktiristek                                       | Additional human resources; Improving the Centre's performance; MSIB participants gain            |

|                                                                                                                                                                   |                               |                                  |                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                   |                               |                                  | competency development from SEAQIL                                                                                                                                |
| 12 <sup>th</sup> SEAMEO-University of Tsukuba Symposium                                                                                                           | Tokyo, 27–28 February 2025    | University of Tsukuba            | SEAQIL participants assigned to the program gain a better understanding of how to address AI trends                                                               |
| Workshop Mother Tongue-Based Multilingual Education                                                                                                               | Yogyakarta, 10 September 2024 | SEAQIL                           | Dissemination of the roadmap development plan; Mapping the initial responses of GB Members                                                                        |
| Advanced Workshop for Alumni for 2024 & 9th IConGCED                                                                                                              | Seoul, 2–6 September 2024     | APCEIU                           | The participating SEAQIL staff member gains a better understanding of GCED; knowledge Dissemination Sharing                                                       |
| Coordination Meeting on Cooperation for Strengthening the Professional Capacity of Education Personnel with Institut Aminuddin Baki (IAB) dan SEAMEO SEN          | 22–23 August 2024             | SEAQIL, IAB, SEAMEO SEN          | Mapping of Potential Collaboration                                                                                                                                |
| Competency Improvement Workshop in the Context of Continuous Professional Development for Teachers and Education Personnel in Language and Technology Utilization | 1–6 December 2024             | SEAQIL and University of Tsukuba | Competency development and follow-up to cooperation on disseminating a digital Japanese language learning application for Japanese language teachers in Indonesia |
| MEL Strategy Implementation Review Workshop                                                                                                                       | 3–4 November 2024             | SEAMEO Secretariat               | Enhancing the capacity of SEAMEO Centres (MEL focal points) in reviewing the implementation of strategic MEL                                                      |
| Internasional Conference on Empowering Deep Learning through Technology–                                                                                          | Jakarta, 18 February 2025     | SEAMEO SEAMOLEC                  | Enhancing understanding of deep learning through the                                                                                                              |

|                                                                                           |                           |                    |                                                                             |
|-------------------------------------------------------------------------------------------|---------------------------|--------------------|-----------------------------------------------------------------------------|
| Enhanced Project Based Learning                                                           |                           |                    | use of technology                                                           |
| The 2 <sup>nd</sup> SEAMEO Policy Research and Publication Capacity Building Workshop     | Bangkok, 13—14 Maret 2025 | SEAMEO Secretariat | Enhancing the capacity of SEAMEO Centres in research and publication        |
| The 2 <sup>nd</sup> Monitoring, Evaluation and Learning (MEL) Capacity Building Workshop  | Bangkok, 13—14 Maret 2025 | SEAMEO Secretariat | Enhancing the capacity of SEAMEO Centres in MEL                             |
| anyumas International Literacy Festival (BIL Fest)                                        | Purwokerto, 14 June 2025  | Omera Pustaka      | Enhancing insights on Media and Information Literacy                        |
| Meeting between The Futuru Lider Ba ASEAN (FLBA) Timor Leste and SEAMEO QITEP in Language | Jakarta, 23 June 2025     | SEAQIL             | Enhancing the visibility of the Indonesian government's role through SEAMEO |

## 2. Exhibitions

The Centre showcases its programmes, activities, and products while at the same time strengthening engagement with stakeholders and participants through its presence at exhibitions. Participation in the events serves as a strategic platform to interact directly with education stakeholders, particularly those committed to advancing language education in Indonesia and across Southeast Asia. In addition, the Centre uses these opportunities to share updated information on forthcoming activities, ensuring relevance to the while also to increase its visibility to its stakeholders.

List of Exhibitions Joined by the Centre in Fiscal Year 2024/2025.

| No. | Event Name                                                                                                                   | Date             | Venue                                                                  |
|-----|------------------------------------------------------------------------------------------------------------------------------|------------------|------------------------------------------------------------------------|
| 1.  | Exhibition on SEAQIL's Anniversary                                                                                           | 15 July 2024     | Ministry of Education of the Republic of Indonesia, Jakarta, Indonesia |
| 2.  | Exhibition on World Teacher's Day                                                                                            | 5 October 2024   | Ministry of Education of the Republic of Indonesia, Jakarta, Indonesia |
| 3.  | Exhibition on National Education Day                                                                                         | 28 November 2024 | Jakarta International Velodrome, Jakarta, Indonesia                    |
| 4.  | Exhibition as part of the Launch of SEAMEO CECCEP's Three Major Initiatives on Early Childhood Development in Southeast Asia | 19 December 2024 | Ministry of Education of the Republic of Indonesia, Jakarta, Indonesia |

|    |                                                          |               |                                                        |
|----|----------------------------------------------------------|---------------|--------------------------------------------------------|
| 5. | Exhibition on Visit of the SEAMEC President to Indonesia | 10 April 2025 | SEAMEO Recfon's Office, Jakarta, Indonesia             |
| 6. | Exhibition on SEAQIS's Anniversary                       | 10 July 2025  | SEAMEO QITEP in Science, Bandung, West Java, Indonesia |



# **KRA II**

## **REGIONAL VISIBILITY**

## KRA II Regional Visibility

### A. STRENGTHENING LINKAGES WITH INTER-CENTRE, NATIONAL, REGIONAL AND INTERNATIONAL INSTITUTIONS

To strengthen collaboration and ensure effective implementation of its programmes, the Centre sought to expand its partnerships with institutions that share the same commitment to advancing education. In FY 2024/2025, this effort was realised through a series of meetings to explore potential cooperation, which resulted in the signing of Memorandum of Agreement (MoA) and Implementation Arrangement (IA) with strategic partners.

#### 1. Partnership Meetings and Initiation for Collaboration

In FY 2024/2025, the Centre actively engaged with various institutions to explore and strengthen collaborative opportunities in language education. These meetings, held both online and onsite, covered a wide range of discussions from co-hosting academic events and training programmes to developing joint initiatives with universities, publishers, government offices, and SEAMEO Centres. The following table presents partnership meetings and discussions held by the Centre in the fiscal year.

| Institution / Partner                       | Meeting / Discussion                                                                                                                                                                                                                                                                                                                                                                                                           | Date & Venue                                                                                                     |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| 1. SEAMEO SEN<br>2. Institut Aminuddin Baki | Meeting for potential collaboration between:<br>a. SEAQIL and SEAMEO SEN<br>b. SEAQIL and Institut Aminuddin Baki                                                                                                                                                                                                                                                                                                              | 22—23 August 2024<br>(Malaysia)                                                                                  |
| OMERA Pustaka<br>(Publisher)                | a. Meeting on potential collaboration<br>b. Follow-up meeting to discuss a collaborative workshop on Writing Best Practices on Literacy and Social Emotional Learning<br>c. Coordination meeting on the results of the Writing Best Practices Workshop (SEAQIL and OMER Pustaka)<br>d. Discussion on the potential support of SEAQIL for the implementation of the upcoming Banyumas International Literacy Festival (BILFest) | 21 October 2024<br>8 November 2024<br>(Online)<br><br>11 February 2025<br>(Online)<br><br>17 March 2025 (Online) |

|                                               |                                                                                                                                                                                                                                |                                                                                |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Deepublish<br>(Publisher)                     | a. Initiation meeting for collaboration<br><br>b. Follow-up discussion on collaboration between SEAQIL and Deepublish in organising collaborative workshop on Writing Best Practices on Literacy and Social Emotional Learning | 22 October 2024<br>(Yogyakarta, Indonesia)<br><br>19 November 2024<br>(Online) |
| Disdikbud Muara Enim                          | Meeting on potential collaboration                                                                                                                                                                                             | 26 February 2025<br>(Kabupaten Muara Enim, Indonesia)                          |
| ICCCM – ITEA<br>(Malaysia)                    | Online meeting on co-hosting competition activities                                                                                                                                                                            | 20 June 2025 (Online)                                                          |
| Future Leader Ba ASEAN (FLBA),<br>Timor-Leste | Courtesy visit to SEAMEO QITEP in Language                                                                                                                                                                                     | 23 June 2025<br>(Depok, Indonesia)                                             |
| USA                                           | Indonesia Focus Conference 2024<br>Coordination for strengthening linkages with Embassy of the Republic of Indonesia, Washington DC                                                                                            | 5—9 October 2024<br>(Washington DC, USA)                                       |

Through these engagements, the Centre broadened its collaborative networks with strategic partners.



Meeting for potential collaboration between SEAQIL and Institute Aminuddin Baki



The visit of Future Leader Ba ASEAN (FLBA), Timor Leste to SEAMEO QITEP in Language

## 2. PARTNERSHIP ESTABLISHMENT: SIGNING MEMORANDUM OF UNDERSTANDING

To formalise such partnerships and outline the terms of cooperation, in FY 2024/2025 the Centre signed 14 Memorandum of Agreement (MoA), and Implementation Arrangement (IA) as shown in the following table.

| No. | Name of institution                                                                             | Type of Document | Duration                            | Scope                                                                                                                                          |
|-----|-------------------------------------------------------------------------------------------------|------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Education, Youth, and Sport Office for Pangandaran Regency                                      | MoA              | 20 August 2024–19 August 2027       | Improvement of the quality of teachers and education personnel in Pangandaran Regency                                                          |
| 2.  | English Study Programme, Faculty of Education and Humanities, Universitas Muhammadiyah Semarang | MoA              | 27 September 2024–16 September 2027 | Implementation of <i>Tridarma</i> (Three Pillars of Higher Education—Education and Teaching; Research and Development; and Community Services) |

|     |                                                                                            |     |                                   |                                                                                                                                 |
|-----|--------------------------------------------------------------------------------------------|-----|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 3.  | Directorate General of Learning and Student Affairs                                        | MoA | 6 August–20 December 2024         | Certified Internship Batch 7                                                                                                    |
| 4.  | FKIP Universitas Mataram                                                                   | MoA | September–December 2024           | The Conduct of the 15 <sup>th</sup> AISOFOLL                                                                                    |
| 5.  | Omera Pustaka (Publisher)                                                                  | MoA | 11 November 2024–10 February 2025 | Collaborative Workshop on Best Practices in Writing: Literacy dan Social Emotional Learning (SEL)                               |
| 6.  | Faculty of Letters, Universitas Negeri Malang                                              | MoA | 21 November 2024–20 November 2027 | Education and Teaching; Research and Development; and Community Services                                                        |
| 7.  | Deepublish (Publisher)                                                                     | MoA | 17 December 2024                  | Collaborative Workshop on Best Practices in Writing: Literacy dan Social Emotional Learning (SEL)                               |
| 8.  | Faculty of Islamic Education and Teacher Training, UIN Abdurrahman Wahid                   | IA  | 1 August–Oktober 2024             | Mid-Long-Term Volunteer                                                                                                         |
| 9.  | Indonesian Study Programme, Faculty of Teacher Training and Education, Universitas Mataram | IA  | September–December 2024           | Resource Sharing in conducting 15 <sup>th</sup> AISOFOLL dan the 6 <sup>th</sup> ICESS                                          |
| 10. | English Study Program, Faculty of Teacher Training and Education, Universitas Mataram      | IA  | September–December 2024           | The Implementation of 15 <sup>th</sup> AISOFOLL dan the 6 <sup>th</sup> ICESS                                                   |
| 11. | Visual Arts Study Programme, Faculty of Language and Arts, Universitas Negeri Jakarta      | IA  | 27 September–31 December 2024     | Enhancement and Development of Human Resources through Internship/Apprenticeship                                                |
| 12. | Balai Guru Penggerak, West Papua Province                                                  | IA  | 18–20 October 2024                | Improvement of Public Speaking, Creative Writing, and Higher Order Thinking Skills (HOTS) Competence for Teachers and Education |

|     |                                                                                                                                                       |    |                                       |                                                                                                      |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------------------|------------------------------------------------------------------------------------------------------|
|     |                                                                                                                                                       |    |                                       | Personnel in West Papua and Southwest Papua Provinces                                                |
| 13. | Education and Culture Office for Muara Enim Regency                                                                                                   | IA | 26 February 2025–<br>25 February 2028 | Improvement of the Quality of Teachers and Education Personnel in the Field of Language and Literacy |
| 14. | Study Program of Indonesian Language Education, Faculty of Teacher Training and Education, Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan | IA | 13 April 2025–<br>14 Mei 2025         | Improvement of Education Quality in the Field of Language                                            |

### 3. INCREASE MEANS FOR STAKEHOLDERS TO ACCESS SEAMEO PROGRAMMES SOCIAL MEDIA ANALYTICS

Social media is an important tool for the Centre to maintain its communication with the public, especially those who are engaged in language and education sector such as teachers, students, academics, lecturer, education practitioners, etc.

The Centre currently manages six social media platforms, i.e., Facebook, Instagram, YouTube, LinkedIn, and WhatsApp Channel as well as its official website. In fiscal year 2024/2025, the Centre has 1,662 new followers and now is connected to 21,718 social media users (Facebook, Instagram, LinkedIn, and WhatsApp Channels). Furthermore, the Centre has 195 new subscribers and now is connected to 3,725 subscribers on YouTube. The visitors of the Centre's website also increased up to 16,678 compared to the previous Fiscal Year and now has a total 229,303 visitors.

The following is the growth of the Centre's social media followers and website visitors

#### The Centre's Social Media Followers

|                       | FY 2022/2023 | FY 2023/2024 | FY 2024/2025 |
|-----------------------|--------------|--------------|--------------|
| <b>Facebook Page</b>  | 2,100        | 2,566        | 2,747        |
| <b>Facebook Group</b> | 4,027        | 4,103        | 4,150        |
| <b>Instagram</b>      | 8,236        | 9,662        | 10,837       |
| <b>YouTube</b>        | 3,030        | 3,530        | 3,725        |

|                         |   |   |     |
|-------------------------|---|---|-----|
| <b>LinkedIn Profile</b> | - | - | 12  |
| <b>LinkedIn Company</b> | - | - | 52  |
| <b>WhatsApp Channel</b> | - | - | 195 |

#### Website Visitors

|                         | <b>FY 2022/2023</b> | <b>FY 2023/2024</b> | <b>FY 2024/2025</b> |
|-------------------------|---------------------|---------------------|---------------------|
| <b>Website Visitors</b> | 190,627             | 212,625             | 229,303             |



# **KRA III**

## **SOLID RESOURCE BASE**

## KRA III Solid Resource Base

### A. FINANCIAL VIABILITY

#### 1. Brief Financial Report

#### Budget and Realization Fiscal Year 2024-2025

| Subsidiary Account                          | Budget           |            |            | Realization      |            |            |
|---------------------------------------------|------------------|------------|------------|------------------|------------|------------|
|                                             | Rupiah           | USD        | Percentage | Rupiah           | USD        | Percentage |
| <b>Capital Funds</b>                        |                  |            |            |                  |            |            |
| Furniture and Equipment                     | Rp -             | \$ -       | 0.00%      | Rp -             | \$ -       | 0.00%      |
| Transportation Equipment                    | Rp -             | \$ -       | 0.00%      | Rp -             | \$ -       | 0.00%      |
| Library and Materials                       | Rp -             | \$ -       | 0.00%      | Rp -             | \$ -       | 0.00%      |
| Leasehold Improvements                      | Rp -             | \$ -       | 0.00%      | Rp -             | \$ -       | 0.00%      |
| <b>TOTAL CAPITAL FUNDS</b>                  | Rp -             | \$ -       | 0.00%      | Rp -             | \$ -       | 0.00%      |
| <b>Operating Funds</b>                      |                  |            |            |                  |            |            |
| Salaries and Wages                          | Rp 2,982,554,000 | \$ 192,423 | 30.94%     | Rp 2,981,549,896 | 192,358    | 30.93%     |
| Travel and Transportation                   | Rp 662,252,000   | \$ 42,726  | 6.87%      | Rp 661,957,151   | 42,707     | 7%         |
| Operating Supplies                          | Rp 110,456,000   | \$ 7,126   | 1.15%      | Rp 109,501,543   | 7,065      | 1.14%      |
| Communications                              | Rp 191,756,000   | \$ 12,371  | 1.99%      | Rp 191,669,145   | 12,366     | 1.99%      |
| Utilities                                   | Rp 80,155,000    | \$ 5,171   | 0.83%      | Rp 79,968,458    | 5,159      | 0.83%      |
| Seminars and Conferences                    | Rp 51,754,000    | \$ 3,339   | 0.54%      | Rp 51,643,420    | 3,332      | 0.54%      |
| Repairs and Maintenance                     | Rp 189,875,000   | \$ 12,250  | 1.97%      | Rp 189,759,970   | 12,243     | 1.97%      |
| Fund-Raising and Public Relations           | Rp 88,656,000    | \$ 5,720   | 0.92%      | Rp 88,611,083    | 5,717      | 0.92%      |
| Representation and Entertainment            | Rp -             | \$ -       | 0.00%      |                  | -          | 0.00%      |
| Professional Services                       | Rp 35,000,000    | \$ 2,258   | 0.36%      | Rp 35,000,000    | 2,258      | 0.36%      |
| Clearinghouse and Professional Publications | Rp -             | \$ -       | 0.00%      | Rp -             | -          | 0.00%      |
| Insurance                                   | Rp 115,775,000   | \$ 7,469   | 1.20%      | Rp 115,774,556   | 7,469      | 1.20%      |
| Miscellaneous                               | Rp 382,995,000   | \$ 24,709  | 3.97%      | Rp 381,993,000   | 24,645     | 3.96%      |
| <b>TOTAL OPERATING FUNDS</b>                | Rp 4,891,228,000 | \$ 315,563 | 50.73%     | Rp 4,887,428,222 | 315,318    | 50.70%     |
| <b>Special Funds</b>                        |                  |            |            |                  |            |            |
| Training and Research Scholarships          | Rp 3,514,645,000 | \$ 226,751 | 36.46%     | Rp 3,514,558,083 | \$ 226,746 | 36.46%     |
| Governing Board Meeting                     | Rp 705,998,000   | \$ 45,548  | 7.32%      | Rp 705,969,610   | \$ 45,546  | 7.32%      |
| Seminars and Conferences                    | Rp 528,877,000   | \$ 34,121  | 5.49%      | Rp 528,677,575   | \$ 34,108  | 5.48%      |
| <b>TOTAL SPECIAL FUNDS</b>                  | Rp 4,749,520,000 | \$ 306,421 | 49.27%     | Rp 4,749,205,268 | \$ 306,400 | 49.26%     |
| <b>TOTAL</b>                                | Rp 9,640,748,000 | \$ 621,984 | 100.00%    | Rp 9,636,633,490 | \$ 621,718 | 99.96%     |

## B. MANAGEMENT EFFICIENCY

### 1. Inter-Centre Collaboration Meeting

During Fiscal Year 2024/2025, the Centre participated in two Inter-Centre Collaboration Meeting (ICCM) events. ICCM is a regular meeting held by SCI to accommodate the Centres' coordination toward the SCI programmes and activities.

| Date            | Host                                 | Agenda                                                                                                                                                                                                                                                                                                            |
|-----------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11–12 July 2024 | SEAQIM,<br>D.I. Yogyakarta           | Various important topics were discussed, including the presentation of information on staffing and selection of Government Employees with Work Agreements (P3K), updates on programme achievements from each SEAMEO Centre                                                                                        |
| 20–22 Mei 2025  | SEAMOLEC, South<br>Tangerang, Banten | Topics was about several strategic agendas including institutional updates of SEAMEO Centres, evaluation of program implementation for the January–May 2025 period, design for program and budget optimisation, and cross-sector collaboration, especially in the fields of curriculum and educational technology |

### 2. 15<sup>th</sup> Governing Board Meeting

The Centre held 15<sup>th</sup> Governing Board Meeting (GBM) in Yogyakarta. The participants of the meeting were the Centre's Governing Board Members/representative for Cambodia, Indonesia, Lao PDR, Malaysia, Singapore, Thailand, and Vietnam, as follows.

| No. | Name                                      | Country   |
|-----|-------------------------------------------|-----------|
| 1.  | Tith Mab                                  | Cambodia  |
| 2.  | Dr Iwa Lukmana                            | Indonesia |
| 3.  | Assist Prof. Dr Latsanyphone Soulignavong | Lao PDR   |
| 4.  | Dr Rusmini binti Ku Ahmad                 | Malaysia  |
| 5.  | Solastri Suyot                            | Singapore |
| 6.  | Asst Prof. Dr Kiat Thepchuaysuk           | Thailand  |
| 7.  | Dr Nguyen Thi Mai Huu                     | Vietnam   |



The meeting was also attended by the Deputy Director for Programme and Development of SEAMEO Secretariat (John Arnold Siena) and observers as in the following list:

| No. | Name                                                                                                | Institution                                                                                                                                |
|-----|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Ririn Ramandani and Rina                                                                            | Bureau of Cooperation and Public Relations, Ministry of Education, Culture, Research, and Technology (MoERCT) of the Republic of Indonesia |
| 2.  | Dr Nita Isnaeni, Andini Oktafiany, Opik Desanto, Rubinah, Rangga Ahmad Riyandi, and Fadillah Prapta | Directorate General of Teachers and Education Personnel, MoECRT of the Republic of Indonesia                                               |
| 3.  | Adhi Arsandi                                                                                        | Professional Development Center for Educators of West Java Province, MoECRT of the Republic of Indonesia                                   |

Furthermore, the meeting discussed ten working papers, as follows:

| WP                                 | Title                                                                                                                                                                |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Matters for Acknowledgement</b> |                                                                                                                                                                      |
| WP 01                              | Matters of Acknowledgement                                                                                                                                           |
| WP 02                              | Significant Points, Agreements and Actions Taken on Key Agenda Items from SEAMEO Meetings in Fiscal Year (FY) 2023/2024 and from SEAMEO Secretariat for FY 2024/2025 |
| WP 03                              | Report on National and Regional Visibility                                                                                                                           |
| WP 04                              | Research on Investigating Foreign Language Teachers' Competence on Technological, Pedagogical and Content Knowledge (TPACK) in Southeast Asia                        |

| Matters for Approval |                                                                                                  |
|----------------------|--------------------------------------------------------------------------------------------------|
| WP 05                | Annual Report Fiscal Year 2023/2024                                                              |
| WP 06                | Finance Report Fiscal Year 2023/2024                                                             |
| WP 07                | Proposed Programmes Fiscal Year 2025/2026                                                        |
| WP 08                | Proposed Three-Year Budget for Fiscal Year 2025/2026, 2026/2027 and 2027/2028                    |
| WP 09                | Proposed Five Years Development Plan of SEAMEO QITEP in Language Fiscal Year 2025/2026—2029/2030 |
| WP 10                | Proposed Programmes on Mother Tongue based Multilingual Education (MTB-MLE)                      |



### 3. Centre Director Meeting

The SEAMEO Centre Directors Meeting (CDM) was held on 17-18 July 2024, in Bangkok, Thailand, brought together leaders from 26 SEAMEO Centres/Network and international partners to strengthen collaboration and advance education, science, and culture in Southeast Asia. The SEAMEO Secretariat organised the annual meeting to share achievements, address challenges, and align strategies with regional priorities.

SEAMEO Centres/Network explored opportunities in the forum for inter-centre collaborations and partnerships with external organizations to maximize the impact of ongoing programmes and promote inclusivity and sustainability. The focus ensuring equitable access to quality education and integrating sustainability principles into frameworks, aligned with the United Nations Sustainable Development Goals (SDGs).

The Centre participated in discussions and proposed solutions to promote educational excellence and innovation across the region.



#### 4. The 47<sup>th</sup> SEAMEO High Official Meeting

The 47th SEAMEO High Officials Meeting (HOM) took place in Bangkok, Thailand, on 26–28 November 2024. Organised by the SEAMEO Secretariat, the meeting served as a preparatory forum for the SEAMEO Council Conference, bringing together representatives from Ministries of Education of SEAMEO member countries, Regional Centres, Associate and Affiliate Members, and partner organisations. SEAQIL was represented by its Board of Directors, who attended the meeting as part of the official delegation and participated in the full series of HOM sessions.

Discussions focused on policy directions, programme proposals, financial planning, and strategic priorities for the organisation. Key agenda items included the SEAMEO–ASEAN Joint Roadmap on Early Childhood Care and Education (ECCE) and the rapid scoping study on education challenges in Southeast Asia. The meeting also highlighted regional initiatives such as the Policy Mapping Study on Gender and Education (with UNICEF EAPRO and UNESCO Bangkok), the integration of Artificial Intelligence in education (with MIT and TeachAI), and the launch of the Regional Report on Out-of-School Children and Youth (OOSCY) under the ASEAN–UK SAGE Programme.

## C. HUMAN RESOURCE MANAGEMENT

### a. Capacity Building for Staff on Technology and Soft Skills

The Centre conducted a Capacity Building Programme on Technology and Soft Skills on 3–5 November 2024 in Batu City, East Java. The programme aimed to strengthen Centre staff's technological and soft skills to support their performance in an increasingly dynamic digital era.

The Centre designed the programme to enhance participants' understanding of emerging technologies, including the application of Artificial Intelligence (AI) in education, as well as to build capacities in soft skills such as effective communication, collaboration, and creative thinking. It also emphasized the development of cohesive and adaptive teams, fostering a flexible and responsive work environment.



Throughout the three-day programme, participants engaged in a combination of presentations, team-building games, and outdoor exploration activities to improve interpersonal and collaborative skills. They also practiced the use of technology in work-related contexts and enhanced their soft skills through interactive team exercises.

## **b. Capacity Building on Character Development and SOP Enhancement**

To strengthen institutional performance and adapt to organisational dynamics, the Centre organised a training programme on *Human Resource Development with Character and Standard Operating Procedure (SOP) Enhancement* on 1–4 June 2025 in Pekalongan and Wonosobo, Central Java.

The programme was to equip Centre's staff not only with technical competencies but also with strong values of integrity, loyalty, and professionalism. In addition, the training addressed the urgent need to update institutional SOPs to ensure more efficient, structured, and adaptive work systems aligned with Centre's organisational development.

During the four-day programme, participants engaged in a series of sessions covering topics such as character building, work ethics, effective teamwork, the use of Artificial Intelligence (AI) for staff performance, and technical guidance on SOP review and revision. The training combined indoor discussions, independent tasks, and outdoor team-building activities to foster collaboration and strengthen interpersonal relations among Centre's staff.

Through this initiative, the Centre aims to cultivate competent and resilient human resources while ensuring that institutional procedures remain relevant and responsive to evolving needs. This programme contributes to enhancing Centre's staff capacity in advancing quality language education in Southeast Asia.

## Appendix

### ❖ Board of Directors and Head of Divisions

|                                                                                                                |                                                                                                 |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>Dr Brian Arieska Pranata</b><br><b>Director</b>                                                             |                                                                                                 |
| <b>Suhendri, PhD (Served until April 2025)</b><br><b>Deputy Director for Programme</b>                         | <b>Dr Misbah Fikrianto</b><br><b>Deputy Director for Administration</b>                         |
| <b>Susi Fauziah</b><br><b>Head of Division of Training and Development of Teachers and Education Personnel</b> | <b>M. Masrur Ridwan</b><br><b>Head of Division of Partnership and Public Relations</b>          |
| <b>Dr Limala Ratni Sri Kharismawati</b><br><b>Head of Division of Research and Development Programme</b>       | <b>Annisa Nuria Herayanti</b><br><b>Head of Division of Human Resources and General Affairs</b> |
| <b>Wendi Nur Falaq</b><br><b>Head of Division of ICT and Networks</b>                                          | <b>Elfa Daniar</b><br><b>Head of Division of Finance</b>                                        |

### ❖ Staff of Programme

|                                                                                 |                           |                        |
|---------------------------------------------------------------------------------|---------------------------|------------------------|
| <b>Division of Training and Development of Teachers and Education Personnel</b> |                           |                        |
| <b>Rizma Angga Puspita</b>                                                      | <b>Reski Alam Gasalba</b> | <b>Yurisman Mapala</b> |

### Division of Information and Communication Technology

Bayu Andri Subekti

Rahadian Adetya

### Division of Research and Development Programme

Hasanatul Hamidah

Rina Dwiwana

## ❖ Staff of Administration

### Division of Partnership and Public Relations

Estiningsih Suprandini

Qisty Meisya Nugraha

Riko Rachmat Setiawan

### Division of Human Resources and General Affairs

Dwi Efririadi

Rizki Rachman

Eko Wahyu

Hasanapi

Iin Sodikin

Dani Ramdhani

### Division of Finance

Jurianti Sri Rahmayanti

Kurnia Yulianto



# PRIORITISING LANGUAGES, ADVANCING EDUCATION



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